

CURRICULUM GUIDE

STANDARDS FOR
PRE-K &
KINDERGARTEN
PROGRAM



Adventist Education

A JOURNEY TO EXCELLENCE



Standards for Student Learning in Adventist Schools

Standards in education are a statement of what students should know (content knowledge) and be able to do (applicable skills) upon completing a course of study. Standards state in clear, concise terms what students are expected to learn. Standards identify the students' learning destination, but much more is required to complete the educational journey. As goals for student learning, standards inform the development of curriculum, the implementation of instruction, and assessment for learning.

Just as standards for student learning do not describe in full the students' learning journey, they also do not alone give meaning to student learning. The big ideas and essential questions of life are developed from many sources. Beyond the classroom, family and significant others in a young person's life influence the student's personal beliefs and values. A personal worldview is formed by students when they integrate the knowledge learned at school and from other sources into a coherent understanding of the learner's world. A worldview also gives the learner a vision for how to use the skills acquired to participate in their community and improve themselves. Ultimately, a meaningful, productive life depends on a student's core beliefs and values from an emerging worldview equipping them to assess the authenticity and relevance of their learning, and to intelligently utilize the knowledge and skills learned.

In Adventist schools across the North American Division, standards for student learning have been developed and adopted that reflect the Adventist worldview across the subjects, PreK-12. The Adventist worldview accepts the Bible as the standard by which everything else is measured. Four key concepts emerge from a biblical worldview. These can be used as a lens for curriculum development, as well as informing the essential questions and big ideas of any content area. The four components of a biblical worldview are:

- Creation—What is God's intention?
- Fall—How has God's purpose been distorted?
- Redemption—How does God help us to respond?
- Re-creation—How can we be restored in the image of God?

In addition, as Adventist education standards are developed, educational research, professional subject area organizations, state standards, and Common Core State Standards have been referenced. The resulting standards inform students, parents, teachers, administrators, board members, and others that Adventist education meets or exceeds expectations for student learning, PreK-12.

Adventist education, though, has always been about “something better,” something more than meeting baseline expectations for student learning. Adventist standards for student learning facilitate the integral nature of the faith and learning relationship, and address the big ideas and essential questions of life from a biblical perspective. Adventist education continues to add something of eternal value to the curriculum, to instruction, and to assessment that impacts student learning. The Adventist worldview will always serve as the lens through which teaching and learning transpire in the Adventist classroom.

Q & A Regarding the Common Core State Standards

Q: WHAT are the Common Core State Standards?

A: Common Core State Standards (CCSS) have been developed to provide a consistent, clear understanding of what students are expected to learn across the country in the content areas of Mathematics and English Language Arts. These statements of students’ learning goals were designed to be relevant to the real world in the 21st century, reflecting the core knowledge and skills that young people need for success in college and careers. While building on the standards that had been developed over the years in many states, the CCSS differ from past standards in their focus on rigor, depth of learning, and common expectations for all students.

Q: WHO/WHEN created the Common Core State Standards?

A: The development of the CCSS was a state-led collaboration sponsored in 2009 by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO). The goal was to establish “common” educational standards, K-12, for Mathematics and English Language Arts. The work was accomplished by teams of teachers, educational leaders from various levels, researchers, and professors of education.

Q: WHERE have the Common Core State Standards been adopted?

A: The collaboration among states was voluntary with 44 states, two territories, and the District of Columbia participating in the development of CCSS. Adopting the CCSS in each state was also intended to be voluntary. The participation in adoption was greatly increased when the US Department of Education under a newly elected administration made the adoption of CCSS a prerequisite to additional federal funding (stimulus money) during tough economic times in 2009 and beyond. To date, a total of 45 states have adopted the standards.

Q: WHY has concern been raised about the Common Core State Standards?

A: Much of the concern raised about Common Core State Standards can be summarized as a concern about who influences and/or controls the development of the standards for student learning. There has been intense scrutiny of what has been deemed “common” or “core” for

student learning across the country. As a result, many states that have adopted the CCSS are revising them to some degree to meet the needs of their students. Concern has also been raised over how CCSS will impact the curriculum and instruction. In the wake of this concern, curriculum experts have emphasized the relationship between standards and curriculum by noting that standards are the outcomes not the curriculum (resources, materials, content, or processes used in an educational program to meet the standards). The standards serve to focus the learning, but the curriculum adds meaning and context to student learning.

Q: HOW has Adventist education responded to the Common Core State Standards?

A: When revising the Mathematics or English Language Arts Standards, NAD curriculum committees have carefully examined the CCSS, along with other resources, to see if there are any conflicts with Adventist beliefs and values as well as determine whether the standards meet the needs of Adventist students. The resulting Adventist standards are then utilized to inform the development or identification of meaningful curriculum for Adventist classrooms. The Adventist worldview will always serve as the lens through which teaching and learning inspire our students to grow in wisdom and stature in the Adventist classroom.

PREKINDERGARTEN

STANDARDS



Adventist Education

A JOURNEY TO EXCELLENCE



Early Childhood Developmental Learning Standards

GOAL

The North American Division Early Childhood Developmental Learning Standards outline benchmarks and skills that young children acquire during the birth-to-five-year period. These standards were developed through a Seventh-day Adventist world view across the birth through 12th grade curricula with integration of research-based national and provincial/state standards. They are designed to provide direction in program planning and equipping teachers to deliver instruction emphasizing Seventh-day Adventist goals, concepts, and values in a developmentally appropriate manner. Additionally, they support the development and well-being of the young child and enhance learning in five domains. Each domain contains standards with benchmarks and Example.

DOMAINS

The standards are grouped in five developmental domains:

1. Spiritual
2. Physical and Health
3. Social-Emotional
4. Language/Communication
5. Cognitive

DEVELOPMENT COMMITTEE MEMBERS

Evelyn Sullivan	Director of Early Childhood Education for the North American Division/Chairperson
Joseph Allison	Conference Superintendent for Iowa-Missouri, Mid-America Union Conference
Marlene Alvarez	Associate Director of Early Childhood Education, Atlantic Union Conference
Michele Gavin	Principal/ECP Director for Friendship Adventist School, Columbia Union Conference
Shad Lehman	Associate Director for Early Childhood Education, SDA Church in Canada
Tamara Libonati	Associate Director for Early Childhood Education, Southern Union Conference
Golda Pflugrad	Associate Director for Early Childhood Education, North Pacific Union Conference
Nadine Spencer-Élysée	Principal/ECP Director for Westchester SDA Area School, Atlantic Union Conference
Sue Tidwell	Early Childhood Education Coordinator, Lake Union Conference
Julie Yamada	Associate Director for Early Childhood Education, Pacific Union Conference

DEVELOPMENTAL DOMAIN 1

Spiritual Development

STANDARDS	BENCHMARKS / Example
<p>God</p> <p>1.1 <i>Begins to develop beliefs about God, Jesus, the Holy Spirit, and angels</i></p>	<p>1.1.1 Begins to understand God—The Father, Jesus— the Son, and Holy Spirit <i>Example:</i> » Child recalls that God’s immediate family is made up of The Father, Son and Holy Spirit</p> <hr/> <p>1.1.2 Begins to experience God’s unconditional love <i>Example:</i> » Child says, “Jesus loves me like my parents love me.” » Child accepts comfort from someone who disciplines him/her</p> <hr/> <p>1.1.3 Begins to exercise faith and communicate with God through prayer <i>Example:</i> » Child asks if he/she may have prayer at mealtime » Child closes eyes and folds hands during prayer » Child has prayer request » Child says, “We should pray,” when a difficult situation arises</p> <hr/> <p>1.1.4 Begins to express belief that God sends His angels to protect His children <i>Example:</i> » Child says, “I know my angel watches over me.” » Child tells someone, “We don’t need to worry, our angels are with us.”</p> <hr/> <p>1.1.5 Begins to demonstrate a desire to learn more about Jesus <i>Example:</i> » Child asks, “What was Jesus like when He was little?” » Child role plays the story of Jesus in the dramatic play center</p>
<p>The Bible</p> <p>1.2 <i>Begins to understand that God speaks to people through the Bible</i></p>	<p>1.2.1 Begins to develop an interest in Bible stories and memory verses <i>Example:</i> » Child learns and recites memory verses » Child participates in Bible charades</p> <hr/> <p>1.2.2 Begins to recognize that the Bible is God speaking to us and is the source of truth <i>Example:</i> » Child responds, “The Bible says...” » Child says, “Jesus says...”</p> <hr/> <p>1.2.3 Begins to understand that the Bible contains God’s law that teaches us how to live <i>Example:</i> » Child expresses that something is right or wrong » Child says, “We need to follow God’s law.”</p>

STANDARDS	BENCHMARKS / Example
<p>Creation</p> <p>1.3 <i>Begins to understand the events of creation, the nature of man and his relationship to God</i></p>	<p>1.3.1 Begins to develop an appreciation of creation and an interest in studying nature <i>Example:</i> » Child looks at a flower and says, "God made this." » Child shows enthusiasm while playing in the outdoor environment that God created</p>
	<p>1.3.2 Begins to understand that man was made in God's image with the freedom to make choices <i>Example:</i> » Child says, "God made me like Him." » Child understands that he/she can make choices</p>
	<p>1.3.3 Begins to build a relationship with God through prayer and praise <i>Example:</i> » Child initiates prayer to God who is his/her friend » Child participates in singing Bible songs to praise God</p>
	<p>1.3.4 Begins to accept God's gift of the Sabbath <i>Example:</i> » Child says, "The seventh day of creation is God's special day." » Child talks about going to church to worship on the Sabbath » Child asks to go to church on Sabbath to praise God</p>
	<p>1.3.5 Begins to respond to nature by showing sympathy, compassion, and a caring spirit <i>Example:</i> » Child expresses emotion for the death of a pet or a plant » Child shows concern or compassion for a sick classmate</p>
<p>Salvation</p> <p>1.4 <i>Begins to understand the plan of salvation</i></p>	<p>1.4.1 Begins to comprehend that good and bad things happen, there is good versus evil, there is a yes and a no <i>Example:</i> » Child points to a wilted flower and says, "The flower died." » Child identifies Example of people doing good and/or bad things</p>
	<p>1.4.2 Begins to understand Jesus' love through His death and resurrection <i>Example:</i> » Child sees a picture of Jesus on the cross, points and says: "Jesus died for me." » Child points to a picture of the second coming and says, "Jesus is alive and He's coming back for me."</p>
	<p>1.4.3 Begins to realize that Jesus wants to save everyone from evil or harmful things <i>Example:</i> » Child says, "Jesus wants everyone to go to heaven." » Child says, "Jesus is stronger than Satan."</p>
	<p>1.4.4 Begins to express love for Jesus and exhibits Christ-like behavior <i>Example:</i> » Child says, "I love Jesus." » Child says, "I want to be like Jesus." » Child shows compassion for others like Jesus did</p>
	<p>1.4.5 Begins to understand and practice forgiveness <i>Example:</i> » Child asks for forgiveness » Child accepts apologies</p>

STANDARDS	BENCHMARKS / Example
<p>Worship & Church Life</p> <p>1.5 <i>Begins to develop an understanding of the church family and service to others</i></p>	<p>1.5.1 Begins to participate in worship to God through praying, singing, Bible story lessons, testimonials/sharing through conversations, witnessing, etc. Example: » Child participates in singing worship songs » Child is able to repeat/say a simple prayer</p>
	<p>1.5.2 Begins to understand that there are churches and places where people go to worship God Example: » Child shares about his/her worship experience at church » Child is able to identify pictures of places of worship</p>
	<p>1.5.3 Begins to show reverence during worship times Example: » Child sits quietly while listening to Bible stories » Child is reverent during prayer (still, quiet, etc.)</p>
	<p>1.5.4 Begins to recognize that the church family is made up of a diverse group of people Example: » Child understands that a church family is made up of people different from himself/herself</p>
	<p>1.5.5 Begins to understand baptism and the Lord's Supper Example: » Child listens to Bible stories about baptism and the Lord's Supper » Child role plays the Lord's Supper</p>
	<p>1.5.6 Begins to be familiar with Bible stories and teachings from Ellen G. White and Bible prophets Example: » Child can retell or role play a Bible story he/she has heard » Child can identify the main character of a Bible story » Child can retell or role play stories of Ellen G. White</p>
	<p>1.5.7 Begins to develop an understanding of his/her gifts to be used for serving God and others Example: » Child makes cards for the elderly » Child participates in gathering food donations</p>
	<p>1.5.8 Begins to recognize that worship to God can take place anywhere, anytime Example: » Child participates in worship in various places » Child participates in chapel</p>

STANDARDS	BENCHMARKS / Example
<p>Christian Living</p> <p>1.6 <i>Begins to recognize the joy in Christian living</i></p>	<p>1.6.1 Begins to understand and demonstrate that obeying the Ten Commandments brings true happiness <i>Example:</i> » <i>Child begins to understand that lying can hurt others and self</i> » <i>Child begins to understand that stealing is wrong</i></p>
	<p>1.6.2 Begins to demonstrate thankfulness to God through stewardship <i>Example:</i> » <i>Child begins to show respect and care for things that God has given him/her</i> » <i>Child begins to understand the importance of caring for the environment</i></p>
	<p>1.6.3 Begins to show love and appreciation for family and others <i>Example:</i> » <i>Child makes a thank you card for parents or friends</i> » <i>Child offers to help others with a task without being asked</i></p>
	<p>1.6.4 Begins to understand the Biblical concepts of good health habits and respects his/her body as the temple of God <i>Example:</i> » <i>Child can identify foods that are healthy for his/her body</i> » <i>Child talks about the importance of getting plenty of rest, water, exercise, and fresh air</i></p>
	<p>1.6.5 Begins to appreciate God’s Sabbath as a day of rest and healthy restoration <i>Example:</i> » <i>Child shares about a Sabbath day experience with his/her family</i> » <i>Child shares how he/she rests and eats healthy when not at preschool</i></p>
	<p>1.6.6 Begins to show understanding of the Golden Rule and its application <i>Example:</i> » <i>Child shares his/her toy without being asked</i> » <i>Child invites a new child to play with him/her</i></p>
	<p>1.6.7 Begins to develop a personal relationship with Jesus <i>Example:</i> » <i>Child goes to a corner and prays quietly to Jesus</i></p>
<p>Jesus’ Return</p> <p>1.7 <i>Begins to anticipate the soon coming of Jesus</i></p>	<p>1.7.1 Begins to demonstrate eagerness for Jesus’ return <i>Example:</i> » <i>Child exhibits an enthusiastic attitude toward stories about Jesus’ second coming</i> » <i>Child asks, “When is Jesus coming?”</i></p>
	<p>1.7.2 Begins to look forward to living with Jesus forever <i>Example:</i> » <i>Child asks, “What will Heaven be like?”</i> » <i>Child says, “When I get to Heaven...”</i> » <i>Child role plays the trip going to Heaven</i></p>

DEVELOPMENTAL DOMAIN 2

Physical & Health

STANDARDS	BENCHMARKS / Example
<p>Gross Motor</p> <p>2.1 <i>Participates in a variety of gross and perceptual motor activities with age-appropriate equipment to develop control, balance, strength, and coordination</i></p>	<p>2.1.1 Uses spatial awareness to control body movements and perceptual motor integration to show the ability of different sensory systems (visual, auditory, etc.) working together Example: » Child kicks a ball » Child balances while walking on a line » Child holds onto feet while lying on back</p> <hr/> <p>2.1.2 Develops coordination and balance Example: » Child can sit, rock, stand, hop on one foot, etc.</p> <hr/> <p>2.1.3 Increases strength, endurance, and flexibility Example: » Child picks up large blocks for building » Child plays running games (tag, racing) » Child crawls through a tunnel</p> <hr/> <p>2.1.4 Coordinates large muscle movements Example: » Child can roll-over, crawl, walk, throw, run, etc.</p>
<p>Fine Motor</p> <p>2.2 <i>Uses fine motor skills in a variety of age-appropriate ways with purpose, precision, and coordination</i></p>	<p>2.2.1 Develops eye-hand coordination Example: » Child successfully uses safety scissors to cut » Child builds with small connecting blocks</p> <hr/> <p>2.2.2 Holds and uses objects properly Example: » Child uses hands and fingers to reach, grasp, manipulate and release</p> <hr/> <p>2.2.3 Shows increasing refinement and detail in movements Example: » Child holds a small block with thumb and fingertips » Child draws and paints with control » Child tears paper into pieces</p> <hr/> <p>2.2.4 Performs tasks that require small muscle strength and control Example: » Child strings large beads » Child hits peg with a toy hammer</p>

STANDARDS	BENCHMARKS / Example
<p>Health</p> <p>2.3 <i>Participates in activities related to health and personal care routines</i></p>	<p>2.3.1 Willingly takes part in various learning experiences about nutrition and tries a variety of nutritious foods <i>Example:</i></p> <ul style="list-style-type: none"> » Child shows an interest in the kinds of foods being eaten by others » Child willingly tries new foods » Child participates in preparing his/her own healthy snack <hr/> <p>2.3.2 Learns the importance of a healthy body, daily physical activity, and rest <i>Example:</i></p> <ul style="list-style-type: none"> » Child willingly rests at nap time » Child tells a friend, "Let's play tag." <hr/> <p>2.3.3 Shows increasing independence in performing personal care routines <i>Example:</i></p> <ul style="list-style-type: none"> » Child gets a tissue to wipe his/her nose and then washes hands » Child covers mouth when sneezing and/or coughing <hr/> <p>2.3.4 Shows understanding of the importance of visiting the doctor, dentist, etc. and following their instructions <i>Example:</i></p> <ul style="list-style-type: none"> » Child roleplays as a dentist, doctor, etc. » Child shares about his/her experience at the optometrist
<p>Safety</p> <p>2.4 <i>Recognizes and practices safe behaviors</i></p>	<p>2.4.1 Listens to and follows adult directions on safety procedures <i>Example:</i></p> <ul style="list-style-type: none"> » Child follows directions during emergency drills » Child follows classroom safety rules, e.g. walking not running » Child handles scissors safely <hr/> <p>2.4.2 Knows how and when to seek help <i>Example:</i></p> <ul style="list-style-type: none"> » Child seeks out an adult when someone gets hurt » Child understands when and how to call 911 <hr/> <p>2.4.3 Develops knowledge of environmental safety practices <i>Example:</i></p> <ul style="list-style-type: none"> » Child is aware of safety practices regarding car/booster seat, water, sun, animals, plants, playgrounds, fire, streets, weapons, medications, poisons, tools, etc. <hr/> <p>2.4.4 Develops knowledge of personal safety including good and bad touch, stranger awareness, and knowing personal information <i>Example:</i></p> <ul style="list-style-type: none"> » Child recites home address and parent's phone number » Child describes stranger danger and personal space
<p>Sensory Development</p> <p>2.5 <i>Uses senses to become aware of the social and physical environment</i></p>	<p>2.5.1 Children use their senses to explore objects and people in their environment <i>Example:</i></p> <ul style="list-style-type: none"> » Child participates in a walk-a-long and describes the environment by using his/her senses » Child identifies others by recognizing his/her voice

DEVELOPMENTAL DOMAIN 3
Social & Emotional

STANDARDS	BENCHMARKS / Example
<p>Self-awareness</p> <p>3.1 <i>Develops confidence and self-awareness</i></p>	<p>3.1.1 Recognizes own abilities and accomplishments <i>Example:</i> » Child takes pride in showing his/her work to others » Child takes the lead in an activity » Child celebrates a milestone or achievement</p> <hr/> <p>3.1.2 Recognizes individual uniqueness <i>Example:</i> » Child recognizes himself/herself in a mirror » Child identifies his/her positive abilities » Child recognizes that his/her talent is a gift from God » Child identifies similarities and differences between self and peers</p> <hr/> <p>3.1.3 Expresses feelings through facial expressions, movements, gestures, actions, sounds, words or language <i>Example:</i> » Child shows feelings nonverbally through facial and body expressions » Child verbally expresses his/her feelings to a teacher or peer</p> <hr/> <p>3.1.4 Begins to identify and understand one’s own feelings <i>Example:</i> » Child verbalizes the situation that is making him/her feel a certain emotion » Child identifies his/her own feelings from pictures or chart</p>
<p>Self-Control</p> <p>3.2 <i>Develops self-control, competence, and personal responsibility</i></p>	<p>3.2.1 Manages transitions, adapts to changes, and accepts redirection <i>Example:</i> » Child is able to accept separation from his/her parent/guardian/caregiver when dropped off » Child is able to leave play time and willingly transition to another activity » Child is able to separate from his/her friends when necessary</p> <hr/> <p>3.2.2 Follows rules and routines purposefully and respectfully <i>Example:</i> » Child puts things away when requested » Child follows the classroom routine without prompting or complaining » Child gets his/her own lunch and sets it out</p> <hr/> <p>3.2.3 Shows initiative, self-direction, positive attitudes, sustains attention to task, and takes responsibility for actions <i>Example:</i> » Child demonstrates persistence by working on a project to completion » Child cleans up spill without a request from the teacher » Child gets his/her own shoes and attempts to put them on</p> <hr/> <p>3.2.4 Regulates emotions, behaviors, and impulse control in an appropriate manner <i>Example:</i> » Child picks up a blanket or stuffed animal for comfort » Child waits his/her turn</p>

STANDARDS	BENCHMARKS / Example
<p>Interpersonal Relationships</p> <p>3.3 <i>Develops trust, prosocial behavior, interpersonal and social skills for relating with others</i></p>	<p>3.3.1 Respects rights and needs of others, and learns to help others <i>Example:</i> » <i>Child asks to play with a toy that another child is playing with</i> » <i>Child helps other children clean up</i></p>
	<p>3.3.2 Begins to accurately read and comprehend emotional states in others and shows empathy <i>Example:</i> » <i>Child empathizes by comforting another child</i> » <i>Child corrects a situation and provides help to someone who is hurting</i></p>
	<p>3.3.3 Works and plays cooperatively with others <i>Example:</i> » <i>Child works with other children to build a tower</i> » <i>Child cooperates with others to determine roles in dramatic play</i></p>
	<p>3.3.4 Uses age-appropriate conflict resolution skills <i>Example:</i> » <i>Child exchanges a toy with another child</i> » <i>Child shares crayons</i> » <i>Child uses words instead of physical actions</i></p>
	<p>3.3.5 Uses courteous words and actions <i>Example:</i> » <i>Child uses the words "Please", "No, thank you", and "Thank you" appropriately</i> » <i>Child offers a snack to a friend before taking his/her own</i></p>
	<p>3.3.6 Forms and sustains relationships with peers, adults, and those who provide consistent nurturance <i>Example:</i> » <i>Child makes a card for an adult</i> » <i>Child welcomes new classmate</i> » <i>Child seeks and/or accepts comfort from others</i></p>

DEVELOPMENTAL DOMAIN 4

Language & Communication

STANDARDS	BENCHMARKS / Example
<p>Spoken / Expressive</p> <p>4.1 <i>Uses language to communicate ideas, experiences, questions, and feelings</i></p>	<p>4.1.1 Verbalizes, gestures, or uses other strategies to communicate wants and needs <i>Example:</i> » Child uses sign language, words, or expressions spoken in the home to communicate</p>
	<p>4.1.2 Initiates and engages in conversation which should include age appropriate words and description of events <i>Example:</i> » Child shares about an experience he/she has had</p>
	<p>4.1.3 Speaks clearly using appropriate tone and inflection <i>Example:</i> » Child mimics appropriate tone and inflection in relating a story or experience</p>
	<p>4.1.4 Names and describes familiar people, objects, and events <i>Example:</i> » Child responds to the question who/what is that » Child looks at a picture and names who/what is in it</p>
	<p>4.1.5 Utilizes age-appropriate materials that help initiate discussions and problem solving <i>Example:</i> » Child leads adult to an object of interest » Child initiates a discussion from a picture book, poster, video, etc.</p>
<p>Listening / Receptive</p> <p>4.2 <i>Listens and comprehends directions, conversations, and stories</i></p>	<p>4.2.1 Follows increasingly complex instructions <i>Example:</i> » Child responds to adult’s instruction, such as, “Put the block on the table and go to the rug.” » Child responds to multiple directions, such as, “Put your sweater on and line up to go outside.”</p>
	<p>4.2.2 Responds to verbal requests, questions, and statements <i>Example:</i> » Child retrieves shoes upon request » Child responds to questions, such as, “Where is your coat?”</p>
	<p>4.2.3 Makes predictions <i>Example:</i> » Child looks up at a dark sky and says, “It’s going to rain.”</p>
	<p>4.2.4 Gains information <i>Example:</i> » Child realizes that it is hot outside and removes sweater</p>
	<p>4.2.5 Retells information <i>Example:</i> » Child retells a familiar story » Child repeats the teacher’s instructions</p>

STANDARDS	BENCHMARKS / Example
<p>Pre-Writing</p> <p>4.3 <i>Uses age-appropriate writing to communicate ideas</i></p>	<p>4.3.1 Uses scribbles, shapes, pictures and letters <i>Example:</i> » <i>Child uses scribbles to represent writing activities, such as signing-in, writing a note, etc.</i></p>
	<p>4.3.2 Dictates thoughts, experiences, and stories <i>Example:</i> » <i>Child willingly partners with an adult to dictate a story or experience</i></p>
	<p>4.3.3 Uses a variety of writing tools, materials and surfaces <i>Example:</i> » <i>Child draws or writes on a variety of surfaces using pencils, crayons, paint, etc.</i></p>
	<p>4.3.4 Develops left to right orientation <i>Example:</i> » <i>Child pretends to write his/her name using left to right movement</i></p>
	<p>4.3.5 Explains own "writing" to others <i>Example:</i> » <i>Child scribbles or writes on a page and says, "This is a note for my mommy."</i></p>
	<p>4.3.6 Holds writing utensils properly and positions paper correctly for both right-handed and left-handed children <i>Example:</i> » <i>Child holds crayon and positions paper appropriately</i></p>

STANDARDS	BENCHMARKS / Example
<p>Pre-Reading</p> <p>4.4 <i>Uses age-appropriate strategies to develop reading skills</i></p>	<p>4.4.1 Recognizes that print has meaning <i>Example:</i> » <i>Child points to the word under a picture of a dog, and says "Dog"</i></p>
	<p>4.4.2 Shows increasing interest in books, being read to in a variety of situations, and reading related activities with songs, rhymes and games <i>Example:</i> » <i>Child selects a book and asks for it to be read</i> » <i>Child participates and completes familiar songs, rhymes, or word games</i></p>
	<p>4.4.3 Explores a variety of books and engages in pretend reading <i>Example:</i> » <i>Child pretends to read to a stuffed animal</i> » <i>Child pretends to read a letter in the dramatic play center</i></p>
	<p>4.4.4 Exhibits book-handling skills <i>Example:</i> » <i>Child turns a book right-side-up when it is handed upside down</i> » <i>Child treats books with care</i></p>
	<p>4.4.5 Begins to recognize that letters form words and words form sentences <i>Example:</i> » <i>Child with assistance begins to make simple words out of letter blocks</i> » <i>Child recognizes and reads his/her name</i></p>
	<p>4.4.6 Begins to track the direction of print <i>Example:</i> » <i>Child imitates tracking words as the teacher reads</i> » <i>Child recognizes when a word has been left out from a familiar story</i></p>
	<p>4.4.7 Begins to develop a sense of story, responds to text, and recalls a story in sequence <i>Example:</i> » <i>Child recalls the beginning, middle, and ending of a story</i></p>
	<p>4.4.8 Shows phonological and phonemic awareness <i>Example:</i> » <i>Child claps each syllable of his/her name</i> » <i>Child recognizes the beginning sound of a word</i></p>
<p>Vocabulary</p> <p>4.5 <i>Develops an understanding of new vocabulary introduced in conversations, activities, field trips, stories, or print</i></p>	<p>4.5.1 Shows a growing vocabulary in all areas: listening, speaking, writing and reading <i>Example:</i> » <i>Child uses a new word correctly in a sentence</i> » <i>Child shows excitement when introduced to a new object</i></p>
	<p>4.5.2 Uses positional, directional, temporal, and comparative vocabulary <i>Example:</i> » <i>Child plays "Simon Says"</i> » <i>Child states, "I'm in front of the line."</i></p>
	<p>4.5.3 Begins to formulate complex sentences <i>Example:</i> » <i>Child says, "You build the bridge while I build the tower!"</i></p>

DEVELOPMENTAL DOMAIN 5

Cognitive Development

STANDARDS	BENCHMARKS / Example
<p>Approaches to Learning</p> <p>5.0 <i>Demonstrates positive approaches to learning</i></p>	<p>5.0.1 Engages and sustains attention to age-appropriate tasks <i>Example:</i> » <i>Child pays attention and tries to imitate events and effects</i> » <i>Child accepts an invitation to participate in an activity and remains involved</i></p>
	<p>5.0.2 Shows eagerness and curiosity for learning <i>Example:</i> » <i>Child participates in playing "Peek-a-Boo"</i> » <i>Child enjoys taking things apart</i></p>
	<p>5.0.3 Identifies, analyzes, and seeks solutions to problems <i>Example:</i> » <i>Child seeks ways to obtain items out of reach</i> » <i>Child keeps looking through a pile of letters for those that are in his/her name</i></p>
	<p>5.0.4 Shows inventiveness: Plans and pursues appropriate activities <i>Example:</i> » <i>Child uses new tools in familiar activities and experiences</i></p>
	<p>5.0.5 Demonstrates flexibility and adaptability <i>Example:</i> » <i>Child substitutes objects such as a block for a cell phone or a brush for a microphone</i> » <i>Child adapts to unexpected change in daily schedule</i></p>
<p>Creative Expression / Fine Arts</p> <p>5.1 <i>Creates, interprets, performs and responds to art, drama, practical arts, music and movement</i></p>	<p>ART 5.1.1 Utilizes a variety of age-appropriate media; handles and cares for tools correctly while using techniques and processes for sensory experience and creative exploration <i>Example:</i> » <i>Child engages in various sensory activities</i> » <i>Child plays with playdough, rolling and flattening it to make various shapes</i></p>
	<p>5.1.2 Uses art to express thoughts and feelings about the environment and community <i>Example:</i> » <i>Child uses art materials to create a picture to represent what he/she thinks or feels</i> » <i>Child creates a picture showing an environmental issue in his/her community</i></p>
	<p>5.1.3 Describes and explores the characteristics of artwork <i>Example:</i> » <i>Child participates in an art show where his/her art is displayed</i> » <i>Child describes the reasoning for the art materials he/she used to create his/her picture</i></p>
	<p>5.1.4 Begins to explore and appreciate new concepts, vocabulary, history and various cultures through art <i>Example:</i> » <i>Child makes a piñata and talks about its characteristics and uses</i> » <i>Child utilizes various shades of crayons for people's skin color</i></p>

STANDARDS	BENCHMARKS / Example
DRAMA	<p>5.1.5 Responds to dramatic play experiences <i>Example:</i> » Child displays emotional responses in dramatic play » Child imitates simple actions that he/she has seen adults doing</p>
	<p>5.1.6 Uses props to explore and create enhancement to imaginative play <i>Example:</i> » Child uses dress-up clothes to re-enact familiar scenarios » Child uses objects in nature for creative play</p>
	<p>5.1.7 Participates in dramatic play to express feelings, dramatize stories, and re-enact real-life experience <i>Example:</i> » Child pretends to play house and mimics adults » Child role plays a Bible story and exhibits accurate emotional portrayal</p>
	<p>5.1.8 Begins to explore and appreciate history, and various cultures through drama <i>Example:</i> » Child role plays a story read by an adult</p>
MUSIC & MOVEMENT	<p>5.1.9 Explores new and various music types, rhythm and musical instruments <i>Example:</i> » Child selects various musical instruments and/or items to make sounds and rhythms</p>
	<p>5.1.10 Participates in listening, singing, and performing action songs <i>Example:</i> » Child listens to music individually or in a group » Child imitates the motions to a song</p>
	<p>5.1.11 Begins to explore and appreciate history, and various cultures through music and movement <i>Example:</i> » Child plays with instruments from a variety of cultures, such as maracas, rainsticks, etc. » Child explores specific movements of cultural songs</p>
	<p>5.1.12 Uses movement and music to express thoughts, feelings, and creativity <i>Example:</i> » Child moves around the room expressing various music styles such as marches and glides</p>
PRACTICAL ARTS	<p>5.1.13 Begins to enjoy the process of learning to sew, cook, woodwork, garden, etc <i>Example:</i> » Child enjoys stirring, mixing, kneading, digging in the dirt, etc. » Child practices skills through dramatic play » Child practices sewing, using sewing cards, etc.</p>
	<p>5.1.14 Begins to explore and appreciate the history and various cultures through the practical arts <i>Example:</i> » Child builds a teepee or a log cabin while the teacher talks about First Nations and settlers » Child comments: "I would like to live in an igloo." or "I would like to live in a grass hut."</p>
	<p>5.1.15 Responds to practical art experiences, new concepts, and vocabulary <i>Example:</i> » Child uses newly learned vocabulary and concepts in preparing a holiday meal</p>

STANDARDS	BENCHMARKS / Example
NUMBERS & OPERATIONS Mathematics 5.2 <i>Develops in numbers and operations, geometry, spatial sense, patterns and relationships, measurement, and exploring data</i>	5.2.1 Uses mathematical terms and counting in context of daily routines, activities, and play <i>Example:</i> » Child practices sequencing through calendar, daily schedule, lining up, counting the days of school to 100, etc. » Child practices counting through playing games, such as choosing team members, grouping in patterns and sorting
	5.2.2 Uses numbers and counting to analyze quantity and number relationships <i>Example:</i> » Child counts and distributes the number of items needed for an activity
	5.2.3 Begins to identify numbers in print <i>Example:</i> » Child identifies numbers through calendar and birthday activities » Child identifies numbers during dramatic play
SPATIAL RELATIONS	5.2.4 Investigates spatial relationships, recognizes two- and three-dimensional shapes and attributes of common shapes <i>Example:</i> » Child assembles a puzzle correctly » Child builds a structure with building materials and can identify their shapes
	5.2.5 Recognizes, creates, duplicates, and names simple patterns <i>Example:</i> » Child duplicates a place setting around a table » Child identifies, classifies, and compares a variety of simple shapes » Child creates simple patterns using simple shapes
	5.2.6 Explores the various kinds of relationships among objects, events, and actions <i>Example:</i> » Child recognizes upcoming events on a schedule » Child predicts what will happen when a ball crashes into a block tower
	5.2.7 Uses and responds appropriately to positional words <i>Example:</i> » Child determines where to stand in a line according to height » Child places items in order of 1st, 2nd, 3rd, etc.
COMPARISONS & MEASUREMENTS	5.2.8 Uses a variety of standard and non-standard means of measurement <i>Example:</i> » Child uses his/her own feet to measure the length of an object » Child uses a variety of materials to measure
	5.2.9 Collects, organizes, categorizes, displays, and uses relevant data <i>Example:</i> » Child lines up small toy animals by size » Child uses a graph to sort classmates' favorite colors
	5.2.10 Develops problem-solving skills through the application of different strategies <i>Example:</i> » Child matches shapes in a shape sorter correctly » Child successfully assembles a floor puzzle
	5.2.11 Begins to understand time in context of daily routines <i>Example:</i> » Child begins to understand the daily schedule of the classroom » Child begins to understand what activity comes before or after another

STANDARDS	BENCHMARKS / Example
<p>Science</p> <p>5.3 <i>Uses scientific methods to experience physical, life, space, and earth sciences</i></p>	<p>5.3.1 Explores, collects, inquires, predicts, experiments with, makes discoveries, and describes results about objects, organisms, and events in the environment Example: » Child gathers objects from nature to conduct experiments that will lead to new discoveries » Child collects objects and classifies them</p>
	<p>5.3.2 Interacts with objects and materials to investigate and describe their physical properties Example: » Child investigates the forms of water (ice, steam, liquid) and makes a prediction</p>
	<p>5.3.3 Discovers characteristics of living and non-living things Example: » Child identifies living and non-living things by looking at pictures, objects, etc. » Child uses a magnifying glass to investigate living and non-living things, such as, ants, ladybugs, rocks, sticks, etc.</p>
	<p>5.3.4 Understands that all living things must be cared for Example: » Child participates in growing a plant from a seed » Child helps to care for a classroom pet</p>
	<p>5.3.5 Participates in activities to preserve the ecosystem Example: » Child helps sort trash for recycling » Child helps to clean up the playground</p>
	<p>5.3.6 Explores properties of earth and space Example: » Child begins to understand that the earth is round like a ball or a globe » Child begins to understand that the sun provides the earth with heat</p>
	<p>5.3.7 Uses senses and simple tools to learn about objects, observe and explore earth, space, and natural phenomena Example: » Child uses a stick or leaf to pick up and examine an insect » Child experiences air currents by blowing on a pinwheel</p>
	<p>5.3.8 Makes use of opportunities and materials for discussing scientific notions Example: » Child explains what will happen when various objects are placed in water (floating or sinking) » Child analyzes what took place when something unexpected happened (curtain moves with the breeze)</p>

STANDARDS	BENCHMARKS / Example
<p>Social Studies:</p> <p>5.4 <i>Develops an appreciation of self and others in relationship to social systems, places, economics, civic responsibilities, and events</i></p>	<p>5.4.1 Develops an awareness, and sense of belonging and acceptance as a family, classroom, and community <i>Example:</i> » <i>Child demonstrates positive social behaviors while in a group</i> » <i>Child recognizes and greets a familiar person outside his/her family group</i></p>
	<p>5.4.2 Recognizes and appreciates the relationship between people of various ages, genders, abilities, cultures, and ethnicity, through varied experiences and materials <i>Example:</i> » <i>Child participates in events such as grandparent’s day or international food fairs</i> » <i>Child demonstrates interest in meeting people and hearing stories from various cultures</i></p>
	<p>5.4.3 Understands physical features and characteristics of geography <i>Example:</i> » <i>Child recognizes different land formations (mountains, oceans, beaches, etc.)</i> » <i>Child matches different types of houses and clothing to various environments</i></p>
	<p>5.4.4 Develops an awareness of the relationship between people, places, and regions <i>Example:</i> » <i>Child identifies other cities or countries where families or friends live</i> » <i>Child understands that sometimes different places have different foods and customs</i></p>
	<p>5.4.5 Recognizes the relationship between needs versus wants, supply and demand, and other economic concepts <i>Example:</i> » <i>Child identifies needs as food, clothes, shelter, love, etc.</i> » <i>Child explains that his/her parent works to earn money to buy food</i></p>
	<p>5.4.6 Realizes that money is used in exchange of goods and services <i>Example:</i> » <i>Child goes with an adult to the store to purchase items</i> » <i>Child uses play money in the dramatic play center</i></p>
	<p>5.4.7 Begins to understand social roles and responsibilities in the family, community, and workplace, through play <i>Example:</i> » <i>Child assists with family chores, e.g., setting the table</i> » <i>Child serves as the line leader and others follow</i> » <i>Child imitates adult occupations through dramatic play</i></p>
	<p>5.4.8 Begins to track events of the past, present, and future <i>Example:</i> » <i>Child tracks events of the past, present, and future through daily calendar routine</i> » <i>Child recalls past events and plans for future events</i></p>
	<p>5.4.9 Participates in discussions about fairness, responsibility, differences, friendship, and authority <i>Example:</i> » <i>Child discusses various behaviors as a member of the class family</i> » <i>Child participates in doing classroom chores</i> » <i>Child exhibits fairness to others when following directions</i></p>
	<p>5.4.10 Begins to understand how people can affect environments and take positive actions to show care for the classroom and community in which one lives <i>Example:</i> » <i>Child participates in a recycling project</i> » <i>Child helps to keep the classroom orderly</i></p>

STANDARDS	BENCHMARKS / Example
<p>Technology:</p> <p>5.5 <i>Begins to develop an awareness of different forms of technology and media</i></p>	<p>5.5.1 Begins to understand how different forms of technology and media help people <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child uses an object to pretend he/she is making a video call</i> » <i>Child plays with a calculator or cash register during dramatic play</i>
	<p>5.5.2 Begins to use appropriately and independently different forms of technology relevant to the young child <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child uses headphones in the listening center</i> » <i>Child manipulates a mouse for the computer</i>
	<p>5.5.3 Begins to appreciate how technology can enrich classroom learning experiences <i>Example:</i></p> <ul style="list-style-type: none"> » <i>Child listens to a story or music on a device</i> » <i>Child participates with the teacher in an interactive lesson (e.g., touch pad)</i> » <i>Child is recorded telling his/her favorite story or family event</i>

KINDERGARTEN

STANDARDS



Adventist Education

A JOURNEY TO EXCELLENCE



ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE K

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS



Standards are what learners should know (content) and be able to do (skills), and serve as the framework for curriculum development. Standards in Seventh-day Adventist schools reflect the Adventist worldview across the K-12 curricula as well as the integration of national and provincial/state standards.

The standards have been coded for easy referral. The coding system that precedes each standard begins with the content area abbreviation. The second part of the code refers to the grade level. The third part of the code refers to the particular domain. The fourth part of the code refers to a particular skill within the domain. The coding system that follows each standard is the Common Core State Standard that aligns with the North American Division standard. When there is not a Common Core State Standard noted, there is no corresponding Common Core State Standard.

Color Key: Purple (North American Division Standards) Green (Common Core State Standards)
 Blue (Alignment with Fundamental Beliefs) Orange (International Society for Technology in Education)

BIBLE

BIBLICAL FOUNDATIONS

Essential Question: Why is the Bible important today?

Big Idea: The Bible is God’s word, preserved through the ages to help us learn about God, His plan for our lives, and His love for the world.

History of the Bible	B.K.BF.1	Describe how children studied the Bible in Old and New Testament times. (1)
	B.K.BF.2	Recognize that the original Bible was not written in English. (1)
	B.K.BF.3	Determine that God worked through people to write the Bible over a long period of time. (1)
	B.K.BF.4	Demonstrate reverence and honor for the Bible because it is God’s word. (1)
Organization of the Bible	B.K.BF.5	Discover the way the Bible is organized (e.g., Old and New Testaments, books, chapters, verses). (1)
	B.K.BF.6	Explore a variety of Bible passages from different genre (e.g., poetry, prose). (1)
	B.K.BF.7	Show how stories in the Bible point to Jesus and His love for us. (1, 4, 9, 10)
Bible Study Skills	B.K.BF.8	Explore how studying the Bible leads to knowing God. (1, 2, 3, 4, 5)
	B.K.BF.9	With prompting, ask and answer questions about key details in Bible passages. (8)
	B.K.BF.10	Develop the habit of praying before Bible study. (11)
	B.K.BF.11	With prompting, identify the main idea of a Bible story and retell key details. (8)
	B.K.BF.12	Memorize passages of Scripture. (1)
	B.K.BF.13	Discover what the Bible tells us about God. (1, 8, 11)
	B.K.BF.14	Make connections between Bible stories and personal life experiences. (8, 11)
	B.K.BF.15	Develop the habit of listening to and learning from the Bible daily. (1, 8, 11)
	B.K.BF.16	With support, describe the cultural contexts for Bible stories and passages. (1)
	B.K.BF.17	With support, use a globe and maps to identify places and events in Bible stories. (1)
B.K.BF.18	Participate in group discussions about Bible stories. (1)	

BIBLICAL KNOWLEDGE

Essential Question: How does a Biblical worldview help me answer life’s big questions—where did I come from, why am I here, and where am I going?

Big Idea: The Bible reveals a loving God who created the world, continues to sustain it even though it departed from His ideal plan, and provides for the redemption and ultimate restoration of humanity.

BIBLE

Creation	<p>B.K.BK.1 Identify the Godhead as the Creator of all living things. (2-6)</p> <p>B.K.BK.2 Describe how God’s original creation was perfect and showed His love. (6)</p> <p>B.K.BK.3 Recall the events of Creation week. (6, 20, 23)</p> <p>B.K.BK.4 Distinguish the Sabbath, the seventh day of Creation week, as God’s gift of love to us for rest, worship, and fellowship. (6, 20)</p> <p>B.K.BK.5 Recognize that we are created in God’s image. (2, 6)</p> <p>B.K.BK.6 Explain that we were created to be a part of God’s family. (6)</p> <p>B.K.BK.7 Explore ways in which we can take responsibility to care for the world God created. (6, 21)</p>
Fall	<p>B.K.BK.8 Describe how sin began. (8)</p> <p>B.K.BK.9 Identify Satan as the author of all suffering and evil in the world. (2, 8)</p> <p>B.K.BK.10 Explain that, before sin began, God had a plan for saving us and continues to love us in spite of our sin. (8)</p> <p>B.K.BK.11 Relate that because of sin many bad things happen in our world. (7, 8)</p> <p>B.K.BK.12 Recognize that God created us with freedom of choice so that we can choose to do good or evil. (7, 8, 26)</p> <p>B.K.BK.13 Describe the results of sin. (8, 9, 26)</p>
Redemption	<p>B.K.BK.14 Tell how God loves us so much that He gave His Son Jesus to die for all. (8, 9)</p> <p>B.K.BK.15 Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life. (9, 10, 24)</p> <p>B.K.BK.16 List the parts of the sanctuary and describe the services of the sanctuary. (10, 11, 24)</p> <p>B.K.BK.17 Identify Bible stories that show God’s love for people even when they disobeyed Him. (1, 19)</p> <p>B.K.BK.18 Distinguish the role of the prophet as one who speaks for God. (17, 18)</p> <p>B.K.BK.19 Recall the major events in the life of Jesus (e.g., birth, life, death, resurrection). (9, 10, 11)</p> <p>B.K.BK.20 Recognize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)</p> <p>B.K.BK.21 Identify baptism and the cross as symbols of redemption and recognize their meanings. (15, 16)</p>
Re-Creation	<p>B.K.BK.22 Relate that God’s plan was that no sin ever occur and that He promises to make our world new when Jesus comes. (6, 7, 8, 28)</p> <p>B.K.BK.23 Tell how God wants us to be good examples to others. (11, 22)</p> <p>B.K.BK.24 Name and practice the Fruit of the Spirit. (5, 17, 18, 22)</p> <p>B.K.BK.25 Tell what Jesus has told us to expect before His Second Coming. (8, 13, 24, 25, 26)</p> <p>B.K.BK.26 Relate the message Jesus wants us to share with others before He comes. (13)</p> <p>B.K.BK.27 Identify Jesus’ Second Coming as a fulfillment of His promise to His followers. (13, 25)</p> <p>B.K.BK.28 Identify Bible stories that show God has power to raise the dead. (2, 25, 26)</p> <p>B.K.BK.29 Describe Heaven and the New Earth. (27, 28)</p>

RELATIONSHIP WITH GOD

Essential Question: What does it mean to have a relationship with God and why is such a relationship important?

Big Idea: We build a relationship with God by including Him in our daily lives so we are happy and productive on Earth and prepared to spend eternity with Him in Heaven.

Knowledge of God	<p>B.K.RG.1 Identify the three members of the Godhead. (2, 3, 4, 5)</p> <p>B.K.RG.2 Recognize that God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)</p> <p>B.K.RG.3 Describe the work that God gives His angels to do. (8, 25, 26)</p> <p>B.K.RG.4 Retell Bible stories that show God is love. (3)</p> <p>B.K.RG.5 Give examples of how God’s character is revealed throughout the Bible. (1, 2, 3)</p>
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BIBLE

	B.K.RG.6	Show how God’s law demonstrates His love and care for us. (19)
	B.K.RG.7	Discover what nature tells us about God the Creator. (6, 21)
Acceptance of Salvation and Grace	B.K.RG.8	Tell that because we are sinners, we need God’s forgiveness. (9, 10)
	B.K.RG.9	Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord. (10, 15)
Development of Christian Character	B.K.RG.10	Recognize that Jesus sends the Holy Spirit to change our hearts and to help us become more like Him. (2, 5, 11)
	B.K.RG.11	Accept that the Bible helps us to make right choices in our daily living. (1, 11, 19)
	B.K.RG.12	Relate that we show our love for God by obeying His law of love. (10, 11, 15, 19, 22)
	B.K.RG.13	Tell stories from the Bible that show God’s grace. (7, 10, 11)
	B.K.RG.14	Recall stories in the Bible that show how God answers prayer. (1, 11)
	B.K.RG.15	Give examples of God’s leading in our individual lives. (22)
	B.K.RG.16	Recognize and experience the benefit of growing in Jesus through worship together. (11, 12)
	B.K.RG.17	Explain that we can develop a personal connection with God by talking and listening to Jesus in prayer. (1, 11)
	B.K.RG.18	Participate in prayer and worship of God. (11, 12, 14, 20)
Commitment to Relationship with God	B.K.RG.19	Experience daily time alone with God. (11)
	B.K.RG.20	Identify the Sabbath as a time of joy and celebration and keeping the Sabbath holy as a sign of our love for God. (6, 20)
	B.K.RG.21	Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
	B.K.RG.22	Recognize that baptism expresses our commitment to God. (11, 15)
	B.K.RG.23	Tell how taking care of my body and mind helps me grow in my relationship with God. (11, 22)
	B.K.RG.24	Relate that God wants us to take care of the gifts He has given us (e.g., nature, money, time, talents). (21)
	B.K.RG.25	Explore what it means to be a disciple of Jesus. (11, 15)

RELATIONSHIP WITH OTHERS

Essential Question: How does God want us to care for ourselves and relate to others?

Big Idea: God wants us to treat others as He treated us, taking care of ourselves so that we can reach out to care for and share our faith with others.

Caring for Self	B.K.RO.1	Recognize that I am valuable because I am a child of God. (7)
	B.K.RO.2	Examine the consequences of wise and unwise choices. (11, 22)
	B.K.RO.3	Describe how our bodies are the temple of God. (22)
	B.K.RO.4	Practice treating others as we would like to be treated. (22)
	B.K.RO.5	Identify the emotions of characters in Bible stories, and tell how these emotions guided their thinking and behavior. (7, 22)
	B.K.RO.6	Relate that accepting God’s forgiveness prepares us to forgive others. (9, 10, 11)
	B.K.RO.7	Explain why it is more important to do what is right than to do what others may want us to do. (22)
	B.K.RO.8	Tell how knowing Jesus and caring for ourselves prepares us to help others. (22)
Caring for Others	B.K.RO.9	Retell stories that demonstrate how Jesus was a friend to others. (14, 22)
	B.K.RO.10	Demonstrate proper verbal and non-verbal responses to positive and negative feelings. (7, 11, 22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy. (7, 11, 22)

BIBLE

Learning Through Service	<p>B.K.RO.12 Develop a desire to help others. (11, 13)</p> <p>B.K.RO.13 Discover ways to be helpful in the home. (21, 23)</p> <p>B.K.RO.14 With support, participate in local service opportunities. (11, 13)</p>
Sharing Faith	<p>B.K.RO.15 Relate that every follower of Jesus is called to have a part in telling the world about Him. (13, 17, 21)</p> <p>B.K.RO.16 Recognize that God gives special gifts and talents to everyone. (17)</p> <p>B.K.RO.17 Identify a spiritual gift or talent that Jesus has given me. (17)</p> <p>B.K.RO.18 Tell how Biblical characters witnessed to their faith. (1)</p> <p>B.K.RO.19 Describe various ways of witnessing. (11, 13, 22)</p>

ADVENTIST HERITAGE

Essential Question: Why is it important to study the history and development of the Seventh-day Adventist Church?

Big Idea: By understanding how God led His church in the past, we can be confident that He will continue to lead us in the future.

Church History	<p>B.K.AH.1 Describe how God loves His church and the special role that He intends the church to play. (12, 18)</p> <p>B.K.AH.2 With prompting, retell the story of how the Seventh-day Adventist Church began. (12, 18)</p> <p>B.K.AH.3 Recognize that the Seventh-day Adventist Church bases its faith entirely on the Bible. (1, 12)</p> <p>B.K.AH.4 Summarize the two fundamental beliefs reflected in the name “Seventh-day Adventist.” (20, 25)</p> <p>B.K.AH.5 Discover that hospitals, book publishers, and schools developed as part of the ministry of the Seventh-day Adventist Church. (13, 17)</p> <p>B.K.AH.6 Determine that the Seventh-day Adventist Church continues to grow. (12)</p>
Spirit of Prophecy	<p>B.K.AH.7 With prompting, retell stories from Ellen White’s life. (18)</p> <p>B.K.AH.8 Tell how Ellen White obeyed God’s calling to become His messenger. (18)</p> <p>B.K.AH.9 Discover that God inspired Ellen White to write a variety of letters, articles, and books. (18)</p> <p>B.K.AH.10 Explore a selection of developmentally appropriate Ellen White resources. (18)</p>
Church Structure and Governance	<p>B.K.AH.11 Identify individuals who are responsible for the local church (e.g., pastor, elder, deacon/deaconess, Sabbath School teachers, etc.). (12, 13, 14)</p> <p>B.K.AH.12 Observe that children can have an active role in the church. (14)</p> <p>B.K.AH.13 Tell how God gave us all things and He asks us to return a part back to Him called tithe. (21)</p> <p>B.K.AH.14 Relate that Sabbath School is where children can go to learn more about Jesus on Sabbath. (11, 1)</p>
Current Thought Shapers	<p>B.K.AH.15 Discuss an age-appropriate Adventist publication. (17)</p>

FINE ARTS

ART – MEDIA ARTS

Essential Question: How can ideas for media arts productions be formed and developed to be effective and original while honoring God?

Big Idea: Media arts ideas and works are shaped by God-given imagination, creative processes, and experiences.

Creating	<p>FA.K.MA.1 Identify God as the Creator.</p>
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FINE ARTS

	<p>FA.K.MA.2 Discover and share ideas for media artworks using play and experimentation. (MA:Cr1.1.K)</p> <p>FA.K.MA.3 With guidance, use ideas to form plans or models for media arts productions. (MA:Cr2.1.K)</p> <p>FA.K.MA.4 Form and capture content for expression and meaning in media arts production. (MA:Cr3.1.Ka)</p> <p>FA.K.MA.5 Make changes to the content, form, or presentation of media artworks and share results. (MA:Cr3.1.Kb)</p>
Producing	<p>FA.K.MA.6 With guidance, express media arts skills to the fullest extent always showing honor to God.</p> <p>FA.K.MA.7 With guidance, combine art forms and media content (e.g., movement, video) to form media artworks. (MA:Pr4.1.K)</p> <p>FA.K.MA.8 Identify and demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks). (MA:Pr5.1.Ka)</p> <p>FA.K.MA.9 Identify and demonstrate creative skills (e.g., performing, within media arts productions). (MA:Pr5.1.Kb)</p> <p>FA.K.MA.10 Practice, discover, and share how media arts tools work. (MA:Pr5.1.Kc)</p> <p>FA.K.MA.11 With guidance, identify the purpose in presenting media artworks. (MA:Pr6.1.Ka)</p> <p>FA.K.MA.12 With guidance, identify and share reactions to the presentation of media artworks. (MA:Pr6.1.Kb)</p>
Responding	<p>FA.K.MA.13 Share Christian principles when making connections with media artworks.</p> <p>FA.K.MA.14 Recognize and share components and meaning in media artworks. (MA:Re7.1.Ka)</p> <p>FA.K.MA.15 Recognize and share how a variety of media artworks create different experiences. (MA:Re7.1.Kb)</p> <p>FA.K.MA.16 With guidance, share observations regarding a variety of media artworks. (MA:Re8.1.K)</p> <p>FA.K.MA.17 Share appealing qualities and possible changes in media artworks. (MA:Re9.1.K)</p>
Connecting	<p>FA.K.MA.18 Identify and discuss that all talents and gifts come from God.</p> <p>FA.K.MA.19 Use personal experiences and choices in making media artworks. (MA:Cn10.1.Ka)</p> <p>FA.K.MA.20 Share memorable experiences of media artworks. (MA:Cn10.1.Kb)</p> <p>FA.K.MA.21 With guidance, share ideas in relating media artworks to everyday life. (MA:Cn11.1.Ka)</p> <p>FA.K.MA.22 With guidance, interact safely and appropriately with media arts tools and environments. (MA:Cn11.1.Kb)</p>

ART – VISUAL ARTS

Essential Question: What conditions, attitudes, and behaviors enable the development of God-given creativity and innovative thinking in the visual arts?

Big Idea: Created in God’s image, we are capable of using creativity and innovative thinking to reflect our ideas, feelings, and emotions through visual representations.

Creating	<p>FA.K.VA.1 Based on personal reflection, share how God views the artist.</p> <p>FA.K.VA.2 Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka)</p> <p>FA.K.VA.3 Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka)</p> <p>FA.K.VA.4 In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka)</p> <p>FA.K.VA.5 Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka)</p> <p>FA.K.VA.6 Create art that represents natural and constructed environments. (VA:Cr2.3.Ka)</p> <p>FA.K.VA.7 Create a piece of art and explain the process. (VA:Cr3.1.Ka)</p>
Presenting	<p>FA.K.VA.8 Choose a piece of God’s artwork and explain what it says about the Artist.</p> <p>FA.K.VA.9 Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka)</p>

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	FA.K.VA.10	Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka)
	FA.K.VA.11	Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)
Responding	FA.K.VA.12	With guidance, explore a work of art from the perspective of the Adventist worldview.
	FA.K.VA.13	Identify the purpose of art within one's personal environment. (VA:Re7.1.Ka)
	FA.K.VA.14	Describe what an image represents. (VA:Re7.2.Ka)
	FA.K.VA.15	Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.Ka)
	FA.K.VA.16	Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)
Connecting	FA.K.VA.17	With guidance, discuss an artist's depiction of a Bible story.
	FA.K.VA.18	Create art that tells a story about a life experience. (VA:Cr10.1.Ka)
	FA.K.VA.19	Identify a purpose of an artwork. (VA:Cr11.1.Ka)

MUSIC

Essential Question: How does God intend for us to use music?

Big Idea: Music is a gift from God, producing beauty of form and harmony through which we can express and share ideas, feelings, and emotions.

Creating	FA.K.M.1	With guidance, understand that musical expression can be used to glorify God.
	FA.K.M.2	With guidance, explore and experience music concepts (e.g., beat, melodic lines). (MU:Cr1.1.Ka)
	FA.K.M.3	With guidance, generate musical ideas (e.g., movements, vocalizations, instrumental accompaniments, motives). (MU:Cr1.1.Kb)
	FA.K.M.4	With guidance, demonstrate and choose favorite musical ideas. (MU:Cr2.1.Ka)
	FA.K.M.5	With guidance, organize personal musical ideas using iconic notation (e.g., lines, drawings, pictures) and/or recording technology. (MU:Cr2.1.Kb)
	FA.K.M.6	With guidance, apply personal, peer, and teacher feedback in refining one's musical ideas. (MU:Cr3.1.Ka)
	FA.K.M.7	With guidance, demonstrate a final version of one's musical ideas to peers. (MU:Cr3.2.Ka)
Performing	FA.K.M.8	With guidance, explore how musical expression can be used to glorify God and bless others.
	FA.K.M.9	With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.Ka)
	FA.K.M.10	With guidance, explore and demonstrate awareness of music contrasts (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance. (MU:Pr4.2.Ka)
	FA.K.M.11	With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamic, tempo) that support the creators' expressive intent. (MU:Pr4.3.Ka)
	FA.K.M.12	With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka)
	FA.K.M.13	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. (MU:Pr5.1.Kb)
	FA.K.M.14	With guidance, perform music with expression. (MU:Pr6.1.Ka)
	FA.K.M.15	Perform appropriately for the audience. (MU:Pr6.1.Kb) Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)
Responding	FA.K.M.16	With guidance, recognize how one's response to music can draw one closer to God.
	FA.K.M.17	With guidance, list personal interests and experiences and give reasons why musical selections are preferred. (MU:Re7.1.Ka)
	FA.K.M.18	With guidance, demonstrate how a specific music concept (e.g., beat, melodic lines) is used in music. (MU:Re7.2.Ka)

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	FA.K.M.19	With guidance, demonstrate awareness of expressive qualities (e.g., dynamics, tempo) that reflect creators'/performers' expressive intent. (MU:Re8.1.Ka)
	FA.K.M.20	With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.Ka)
Connecting	FA.K.M.21	With guidance, recognize the value of hymns, scripture songs, and other spiritual selections as a part of worship.
	FA.K.M.22	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.K)
	FA.K.M.23	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.K)

DRAMA

Essential Question: How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?

Big Idea: Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.

Creating	FA.K.D.1	With prompting and support, create a Bible skit that shows God's love.
	FA.K.D.2	With prompting and support, create a short drama scene to show how one can share the gospel of Jesus.
	FA.K.D.3	With prompting and support, participate in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.Ka)
	FA.K.D.4	With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. (TH:Cr1.1.Kb)
	FA.K.D.5	With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. (TH:Cr2.1.Ka)
	FA.K.D.6	With prompting and support, express original ideas in dramatic play or a guided drama experience. (TH:Cr2.1.Kb)
	FA.K.D.7	With prompting and support, ask and answer questions in dramatic play or a guided drama experience. (TH:Cr3.1.Ka)
Performing	FA.K.D.8	With prompting and support, discuss and use dramatic play to show how everyday actions can reveal Christlike traits (e.g., kindness, respect, honesty).
	FA.K.D.9	With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (TH:Pr4.1.Ka)
	FA.K.D.10	With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences. (TH:Pr5.1.Ka)
	FA.K.D.11	With prompting and support, explore and experiment with various technical elements (e.g., lighting, sound, projections, music) in dramatic play or a guided drama experience. (TH:Pr5.1.Kb)
	FA.K.D.12	With prompting and support, use voice and sound in dramatic play or a guided drama experience. (TH:Pr6.1.Ka)
Responding	FA.K.D.13	With prompting and support, discuss and use dramatic play to show how Bible characters expressed emotions.
	FA.K.D.14	With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience. (TH:Re7.1.Ka)
	FA.K.D.15	With prompting and support, explore preferences in dramatic play or a guided drama experience. (TH:Re8.1.Ka)
	FA.K.D.16	With prompting and support, name and describe characters and settings in dramatic play or a guided drama experience. (TH:Re8.1.Kb)

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	FA.K.D.17	With prompting and support, actively engage with others in dramatic play or a guided drama experience. (TH:Re9.1.Ka)
Connecting	FA.K.D.18	Listen to or view a story about Ellen White and discuss the different traits of the characters.
	FA.K.D.19	With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (TH:Cn10.1.Ka)
	FA.K.D.20	With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. (TH:Cn11.1.Ka)
	FA.K.D.21	With prompting and support, identify differences in two or more stories through dramatic play or a guided drama experience. (TH:Cn11.2.Ka)
	FA.K.D.22	With prompting and support, tell a short story in dramatic play or a guided drama experience. (TH:Cn11.2.Kb)

LANGUAGE ARTS

READING – FOUNDATIONS

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Print Concepts	LA.K.RF.1	Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print. (RF.K.1a-c)
	LA.K.RF.2	Recognize and name all upper- and lowercase letters. (RF.K.1d)
Phonological Awareness	LA.K.RF.3	Demonstrate understanding of spoken words, syllables, and phonemes (sounds): recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words. (RF.K.2)
Phonics and Word Recognition	LA.K.RF.4	Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words. (RF.K.3)
Fluency	LA.K.RF.5	Read emergent-reader texts with purpose and understanding. (RF.K.4)
	LA.K.RF.6	Begin to develop silent reading strategies.

READING – LITERATURE

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Key Ideas and Details	LA.K.RL.1	With prompting, ask and answer questions about key details. (RL.K.1)
	LA.K.RL.2	With prompting, retell familiar stories, including key details. (RL.K.2)
	LA.K.RL.3	With prompting, identify characters, settings, and major events in a story; sequence story events using pictures. (RL.K.3)
Craft and Structure	LA.K.RL.4	With prompting, ask and answer questions about unknown words in a text. (RL.K.4)
	LA.K.RL.5	Recognize common types of texts (e.g., Scripture, storybooks, poems). (RL.K.5)
	LA.K.RL.6	With prompting, name and define the role of the author and illustrator. (RL.K.6)

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Integration of Knowledge and Ideas	LA.K.RL.7	With prompting, describe the relationship between illustrations and the story. (RL.K.7)
	LA.K.RL.8	With prompting, compare and contrast characters (e.g., adventures and experiences). (RL.K.9)
	LA.K.RL.9	Predict story outcomes using picture clues.
	LA.K.RL.10	Make connections between a text and personal life experiences.
	LA.K.RL.11	With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion.
	LA.K.RL.12	Choose literature that reflects the teachings in God’s Word.
Range of Reading and Level of Text Complexity	LA.K.RL.13	Actively engage in group reading activities, including stories and poetry, with purpose and understanding. (RL.K.10)
	LA.K.RL.14	Use picture clues to read a story.
	LA.K.RL.15	With support, read literature for pleasure.

READING – INFORMATIONAL TEXT

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Key Ideas and Details	LA.K.RI.1	With prompting, ask and answer questions about key details. (RI.K.1)
	LA.K.RI.2	With prompting, identify the main topic and retell key details. (RI.K.2)
	LA.K.RI.3	With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures. (RI.K.3)
Craft and Structure	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text. (RI.K.4)
	LA.K.RI.5	Identify the front cover, back cover, and title page of a book. (RI.K.5)
	LA.K.RI.6	With prompting, name and define the role of the author and illustrator. (RI.K.6)
Integration of Knowledge and Ideas	LA.K.RI.7	With prompting, describe the relationship between illustrations and the text. (RI.K.7)
	LA.K.RI.8	With prompting, identify the reasons an author gives to support ideas. (RI.K.8)
	LA.K.RI.9	With prompting, identify similarities and differences between two texts on the same topic. (RI.K.9)
	LA.K.RI.10	Predict outcomes using pictures and illustrations.
	LA.K.RI.11	With prompting, recognize differences between right and wrong, fact and opinion.
	LA.K.RI.12	Choose informational text that affirms the teachings in God’s Word.
Range of Reading and Level of Text Complexity	LA.K.RI.13	Actively engage in group reading activities with purpose and understanding. (RI.K.10)
	LA.K.RI.14	Use picture clues to read information.
	LA.K.RI.15	With support, read informational texts on topics of interest.

WRITING

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Text Types and Purposes	LA.K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite book is...). (W.K.1)
	LA.K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information. (W.K.2)
	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction. (W.K.3)
	LA.K.W.4	Produce writing that honors God and affirms the teachings in His Word.

LANGUAGE ARTS

Production and Distribution of Writing	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing. (W.K.5)
	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing. (W.K.6)
	LA.K.W.7	Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters).
Research to Build and Present Knowledge	LA.K.W.8	Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them). (W.K.7)
	LA.K.W.9	With support, recall experiences or gather information from provided sources to answer a question. (W.K.8)
Range of Writing	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?
Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.

Comprehension and Collaboration	LA.K.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges. (SL.K.1)
	LA.K.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.K.2)
	LA.K.SL.3	Ask and answer questions to seek help, get information, or clarify meaning. (SL.K.3)
Presentation of Knowledge and Ideas	LA.K.SL.4	Describe familiar people, places, things, and events and, with prompting, provide additional detail. (SL.K.4)
	LA.K.SL.5	Add visual displays to descriptions as desired. (SL.K.5)
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
	LA.K.SL.7	Give brief oral presentations (e.g., poems, memory verses, songs).
	LA.K.SL.8	Demonstrate reverence when listening to God’s Word and participating in prayer.

LANGUAGE

Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Conventions of Standard English	LA.K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on off, for, of, by, with); produce and expand complete sentences in shared language activities. (L.K.1)
	LA.K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically. (L.K.2)
Vocabulary Acquisition and Use	LA.K.L.3	Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word. (L.K.4)

LANGUAGE ARTS

	<p>LA.K.L.4</p> <p>LA.K.L.5</p>	<p>With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings. (L.K.5)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)</p>
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MATHEMATICS

NUMBERS AND OPERATIONS

Essential Question: What do numbers represent and how do they help us order and compare things in God's world?

Big Idea: Numbers represent an amount that helps us order and compare things in God's world.

Numbers	K.NO.1	Know number names and count up to 100 by ones and tens. (K.CC.1,2)
	K.NO.2	Read and write numbers 0 to 20. (K.CC.3)
	K.NO.3	Count to tell the number of objects and be able to represent as a written numeral. (K.CC.3,4,5)
	K.NO.4	Compare number of objects between groups; compare written numerals between 1 and 10. (K.CC.6,7)
Place Value	K.NO.5	Begin to organize objects up to 19 into groups of tens and ones. (K.NBT.1)

OPERATIONS AND ALGEBRAIC THINKING

Essential Question: How can objects be represented to help us understand the variety of God's creation?

Big Idea: A single collection of objects can always be represented in more than one way to help us understand the variety of God's creation.

Addition	K.OAT.1	Understand addition as putting together and adding to. (K.OA.1,2)
	K.OAT.2	Represent and solve addition word problems within 10; fluently add within 5. (K.OA.3,4,5)
Subtraction	K.OAT.3	Understand subtraction as taking apart and taking from. (K.OA.1,2)
	K.OAT.4	Represent and solve subtraction word problems within 10; fluently subtract within 5. (K.OA.3,4,5)

MEASUREMENT

Essential Question: How does measurement help us fulfill God's plan?

Big Idea: Measurement allows us to be accurate and orderly as God planned.

Measurement	K.M.1	Describe and compare measurable attributes of objects, such as length or weight. (K.MD.1,2)
	K.M.2	Understand that thermometers are used to measure temperature.
Time	K.M.3	Order a sequence of events by time (e.g., before, after, morning, night, seasons).
	K.M.4	Understand that clocks and calendars are used to measure time.

GEOMETRY

Essential Question: How do shapes and their parts help us appreciate God's creation?

Big Idea: Shapes and their parts help us appreciate the beauty and order in everything God has designed.

Shapes	K.GEO.1	Identify, describe, analyze, and compare two- and three-dimensional shapes (regardless of size or orientation) by size, color, and shape; describe relative positions of objects (e.g., above, beside, behind, nearer, farther). (K.G.1,2,3,4)
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MATHEMATICS

	K.GEO.2	Create two- and three-dimensional shapes by building or drawing; compose simple shapes to form larger shapes. (K.G.5,6)
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DATA ANALYSIS, STATISTICS, AND PROBABILITY

Essential Question: How can we quantify our findings in a way that pleases God?
Big Idea: God has at various times commanded men to count, measure, and record their findings.

Data	K.DSP.1	Classify objects into given categories; count the number of objects in each category and sort the categories by count up to 10. (K.MD.3)
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PHYSICAL EDUCATION

MOTOR SKILLS

Essential Question: Why did God create our bodies for movement?
Big Idea: Movement contributes to healthy physical development, in keeping with God’s original plan for our lives.

Locomotor	PE.K.MS.1	Performs locomotor skills (e.g., hopping, galloping, running, sliding) while maintaining balance. (S1.E1.K; S1.E3.K)
Non-locomotor	PE.K.MS.2	Maintains momentary stillness on different body parts. (S1.E7.Ka)
	PE.K.MS.3	Contrasts the actions of curling and stretching. (S1.E10.K)
Manipulative	PE.K.MS.4	Throws underhand with opposite foot forward. (S1.E13.K)
	PE.K.MS.5	Drops a ball and catches it before it bounces twice. (S1.E16.Ka)
	PE.K.MS.6	Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)
	PE.K.MS.7	Dribbles a ball with one hand, attempting the second dribble. (S1.E17.K)
	PE.K.MS.8	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)
	PE.K.MS.9	Kicks a stationary ball from a stationary position, displaying 2 of the 5 critical elements of a mature kick. (S1.E21.K)
	PE.K.MS.10	Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)
	PE.K.MS.11	Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
	PE.K.MS.12	Executes a single jump with self-turned rope. (S1.E27.Ka)
	PE.K.MS.13	Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)

PERFORMANCE APPLICATION

Essential Question: How can we give God honor through our application of the principles of movement and performance?
Big Idea: We honor God by developing our physical talents and skills through individual and group performance activities.

Movement Concepts	PE.K.PA.1	Differentiates between movement in personal self-space and general space. (S2.E1.Ka)
	PE.K.PA.2	Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)
	PE.K.PA.3	Rolls sideways in a narrow body shape. (S1.E9.K)
	PE.K.PA.4	Travels in general space with different speeds (slow, medium, fast). (S2.E3.Ka)
	PE.K.PA.5	Begins to develop the ability to move in open space without contacting other people or objects.

PHYSICAL FITNESS

Essential Question: Why is it important to achieve and maintain a healthy level of physical fitness?
Big Idea: Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.

Knowledge	PE.K.PF.1	Identifies active-play opportunities outside physical education class. (S3.E1.K)
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PHYSICAL EDUCATION

	PE.K.PF.2	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
Participation	PE.K.PF.3	Actively participates in physical education class. (S3.E2.K)
	PE.K.PF.4	Responds to God's love by using physical gifts to serve others.
Assessment	PE.K.PF.5	Participates in health-related fitness activities.
Nutrition	PE.K.PF.6	Recognizes that food provides energy for physical activity. (S3.E6.K)

RESPONSIBLE BEHAVIOR

Essential Question: Why should we show kindness and respect to each other during physical activity?
Big Idea: We show respect for ourselves and others because we recognize that we are God's creation.

Personal Responsibility	PE.K.RB.1	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
	PE.K.RB.2	Acknowledges responsibility for behavior when prompted. (S4.E2.K)
	PE.K.RB.3	Follows instructions/directions when prompted. (S4.E3.K)
	PE.K.RB.4	Practices Christ-like principles in interactions with others.
	PE.K.RB.5	Shares equipment and space with others. (S4.E4.K)
	PE.K.RB.6	Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
	PE.K.RB.7	Consistently puts forth best effort in every task.
Rules and Safety	PE.K.RB.8	Recognizes the established routines for class activities. (S4.E5.K)
	PE.K.RB.9	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

VALUES HEALTH

Essential Question: Why is it important to value physical activity in our lives?
Big Idea: We value physical activity because God's ideal for quality living includes a healthy lifestyle.

Health	PE.K.VH.1	Demonstrates God's ideal for healthful living practices (e.g., balanced diet, regular exercise, drinking water).
	PE.K.VH.2	Recognizes that physical activity is important for good health. (S5.E1.K)
	PE.K.VH.3	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
	PE.K.VH.4	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
Challenge	PE.K.VH.5	Tries new movement activities.
	PE.K.VH.6	Acknowledges that some physical activities are challenging. (S5.E2.K)
Self-expression and Enjoyment	PE.K.VH.7	Identifies physical activities that are enjoyable. (S5.E3.Ka)
	PE.K.VH.8	Discusses the enjoyment of playing with friends. (S5.E3.Kb)

SCIENCE

LIFE SCIENCES

Essential Question: How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life?
Big Idea: The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.

SCIENCE

Molecules to Organisms: Structures and Processes	<p>S.K-2.LS.1 Use observations to describe patterns (e.g., animals need to take in food but plants do not, different kinds of food needed by different types of animals, requirement of plants to have light, all living things need water) of what plants and animals (including humans) need to survive. (K-LS1-1)</p> <p>S.K-2.LS.2 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs (e.g., designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills). (1-LS1-1)</p> <p>S.K-2.LS.3 Make observations to determine patterns in behavior of parents and offspring that help offspring survive (e.g., signals that offspring make such as crying, cheeping and the responses of parents such as feeding, comforting, protecting). (1-LS1-2)</p>
Ecosystems: Interactions, Energy, and Dynamics	<p>S.K-2.LS.4 Plan and conduct an investigation to determine if plants need sunlight and water to grow, ensuring that only one variable is tested at a time. (2-LS2-1)</p> <p>S.K-2.LS.5 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (2-LS2-2)</p>
Heredity: Inheritance and Variation of Traits	<p>S.K-2.LS.6 Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents (e.g., leaves from same kind of plant are the same shape but can differ in size, young animals look similar to their parents but are not exactly the same). (1-LS3-1)</p>
Life: Origins, Unity, and Diversity	<p>S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)</p> <p>S.K-2.LS.8 Apply scientific principles to begin to construct a personal model that explains how life began on earth and acknowledges God as the Creator.</p>

HEALTH SCIENCES

Essential Question: Why does God want human beings to choose to have a healthy mind and body?

Big Idea: God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.

Health Promotion and Disease Prevention	<p>S.K-2.HS.1 Read texts and use media to determine the dimensions of health (e.g., nutrition, exercise) and patterns of behavior (e.g., eating healthy foods, daily exercise) that impact personal health.</p> <p>S.K-2.HS.2 Demonstrate ways to prevent communicable diseases and reduce accidental injuries.</p> <p>S.K-2.HS.3 Role play how to tell a trusted adult if threatened or harmed.</p>
Health Resources	<p>S.K-2.HS.4 Conduct an investigation to identify health professionals and other adults who can help to promote health.</p>
Healthy Lifestyle Choices	<p>S.K-2.HS.5 Construct an argument that media influences personal decisions relating to healthy choices.</p> <p>S.K-2.HS.6 Use a model to differentiate between situations when a health related decision can be made individually or when assistance is needed.</p> <p>S.K-2.HS.7 Identify a short term personal health goal and implement a plan to attain that goal.</p> <p>S.K-2.HS.8 Ask questions and obtain information about God’s plan for healthy living.</p>

EARTH AND SPACE SCIENCES

Essential Question: How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?

Big Idea: The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.

Earth’s Systems	<p>S.K-2.ES.1 Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p>
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SCIENCE

	<p>S.K-2.ES.2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2)</p> <p>S.K-2.ES.3 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1)</p> <p>S.K-2.ES.4 Develop a model to represent the shapes and kinds of land and bodies of water in an area. (2-ESS2-2)</p> <p>S.K-2.ES.5 Obtain information to identify where water is found on Earth and that it can be solid or liquid. (2-ESS2-3)</p>
Earth and Human Activity	<p>S.K-2.ES.6 Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (K-ESS3-2)</p> <p>S.K-2.ES.7 Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. (K-ESS3-2)</p> <p>S.K-2.ES.8 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (K-ESS3-3)</p>
Earth's Place in the Universe	<p>S.K-2.ES.9 Use observations of the sun, moon, and stars to describe patterns (e.g., sun and moon appear to track across the sky, stars visible at night) that can be predicted. (1-ESS1-1)</p> <p>S.K-2.ES.10 Make observations at different times of year to relate the amount of daylight to the time of year. (1-ESS1-2)</p> <p>S.K-2.ES.11 Use information from several sources to provide evidence that Earth events (e.g., volcanic explosions, earthquakes, rock erosion) can occur quickly or slowly. (2-ESS1-1)</p>

PHYSICAL SCIENCES

Essential Question: How does the order and consistency of natural laws provide evidence of God as the Designer, Creator, and Sustainer of the physical world?

Big Idea: Matter and energy are organized and behave according to natural laws that cannot be explained by chance but are consistent and give evidence of God as the Designer, Creator, and Sustainer.

Matter and Its Interactions	<p>S.K-2.PS.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, flexibility). (2-PS1-1)</p> <p>S.K-2.PS.2 Analyze data obtained from testing different materials to determine which materials have the properties (e.g., strength, flexibility, hardness, texture, absorbency) that are best suited for an intended purpose. (2-PS1-2)</p> <p>S.K-2.PS.3 Make observations to construct an evidence based account of how an object made of a small set of pieces (e.g., blocks, building bricks, other assorted small objects) can be disassembled and made into a new object. (2-PS1-3)</p> <p>S.K-2.PS.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed (e.g., water, butter) and some cannot (e.g., cooking an egg, freezing a plant leaf, heating paper). (2-PS1-4)</p>
Motion and Stability: Forces and Interactions	<p>S.K-2.PS.5 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls (e.g., string attached to an object being pulled, pushing an object, stopping a rolling ball, two objects colliding and pushing on each other) on the motion of an object. (K-PS2-1)</p> <p>S.K-2.PS.6 Analyze data to determine if a design solution (e.g., ramp to increase speed of an object, structure that causes an object to turn) works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2)</p>
Energy	<p>S.K-2.PS.7 Make observations to determine the effect of sunlight on Earth's surface (e.g., sand, soil, rocks, water). (K-PS3-1)</p> <p>S.K-2.PS.8 Use tools and materials to design and build a structure (e.g., umbrellas, canopies, tents) that will reduce the warming effect of sunlight on an area. (K-PS3-2)</p>

SCIENCE

Waves and their Applications in Technologies for Information Transfer	<p>S.K-2.PS.9 Plan and conduct investigations to provide evidence that vibrating materials (e.g., tuning forks, plucking a stretched string) can make sound and that sound can make materials vibrate (e.g., holding a piece of paper near a speaker, holding an object near a vibrating tuning fork). (1-PS4-1)</p> <p>S.K-2.PS.10 Make observations (e.g., those made in a completely dark room, pinhole box, video of a cave explorer) to construct an evidence based account that objects can be seen only when illuminated (e.g., external light source, object giving off its own light). (1-PS4-2)</p> <p>S.K-2.PS.11 Plan and conduct an investigation to determine the effect of placing objects made with different materials (e.g., transparent, translucent, opaque, reflective) in the path of a beam of light. (1-PS4-3)</p> <p>S.K-2.PS.12 Use tools and materials to design and build a device (e.g., light source, paper cup and string “telephones,” drum beats pattern) that uses light or sound to solve the problem of communicating over a distance. (1-PS4-4)</p>
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ENGINEERING TECHNOLOGY AND APPLICATIONS

Essential Question: How has God equipped humans to apply knowledge of science to solve problems for the benefit of His Creation?

Big Idea: God designed humans to wonder, question, and develop an attitude of inquiry as scientific principles are applied to the materials and forces of nature for the benefit of His Creation.

Engineering Design	<p>S.K-2.ET.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1)</p> <p>S.K-2.ET.2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object functions to solve a given problem. (K-2-ETS1-2)</p> <p>S.K-2.ET.3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. (K-2-ETS1-3)</p>
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SOCIAL STUDIES

CULTURE

Essential Question: What role does culture play in God’s plan for our relationships with others?

Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God’s plan.

	<p>SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1)</p> <ul style="list-style-type: none"> • Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1) <p>SS.K-4.C.2 Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)</p> <p>SS.K-4.C.3 Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3)</p> <ul style="list-style-type: none"> • Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2) <p>SS.K-4.C.4 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.</p> <p>SS.K-4.C.5 Explain how culture may change in response to changing needs and concerns. (KE 1.4)</p> <ul style="list-style-type: none"> • Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3)
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SOCIAL STUDIES

SS.K-4.C.6	Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5) <ul style="list-style-type: none"> Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)
SS.K-4.C.7	Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6) <ul style="list-style-type: none"> Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)
SS.K-4.C.8	Identify the influence of Seventh-day Adventist heritage on culture.

TIME, CONTINUITY, AND CHANGE

Essential Question: What role does God play in the development of communities, nations, and the world?

Big Idea: God is active in history and ultimately His unfolding plan will triumph.

SS.K-4.TCC.1	Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1) <ul style="list-style-type: none"> Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)
SS.K-4.TCC.2	Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2) <ul style="list-style-type: none"> Use a variety of resources to learn about the past. (PE 2.2)
SS.K-4.TCC.3	Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. (KE 2.3) <ul style="list-style-type: none"> Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)
SS.K-4.TCC.4	Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4) <ul style="list-style-type: none"> Describe how people in the past lived, and research their values and beliefs. (PE 2.6)
SS.K-4.TCC.5	Identify the accomplishments of Seventh-day Adventists in history.
SS.K-4.TCC.6	Identify the first Seventh-day Adventist missionaries.
SS.K-4.TCC.7	Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5) <ul style="list-style-type: none"> Describe examples of cause and effect relationships. (PE 2.4)
SS.K-4.TCC.8	Explain that people view and interpret historical events differently because of the times in which they live, their experiences, and the point of view they hold. (KE 2.6) <ul style="list-style-type: none"> Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)
SS.K-4.TCC.9	Trace how the origins of the Seventh-day Adventist church are threaded throughout history.
SS.K-4.TCC.10	Show that historical events occurred in times that differed from our own but often have lasting consequences for the present and future. (KE 2.7) <ul style="list-style-type: none"> Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7) Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)
SS.K-4.TCC.11	Read and retell Bible and church history stories that portray how God works through people to help make the community a better place.

PEOPLE, PLACES, AND ENVIRONMENTS

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?

Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

SOCIAL STUDIES

SS.K-4.PPE.1	Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1)
SS.K-4.PPE.2	Define concepts such as: location, direction, distance, and scale. (KE 3.2)
SS.K-4.PPE.3	Utilize tools such as maps, globes, and geospatial technologies in investigating relationships among people, places, and environments. (KE 3.9) <ul style="list-style-type: none"> • Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. (PE 3.3)
SS.K-4.PPE.4	Correlate physical and human characteristics of the school, community, state, and region and the interactions of people in these places with the environment. (KE 3.3)
SS.K-4.PPE.5	Describe the Christian's responsibility for the environment.
SS.K-4.PPE.6	Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live. (KE 3.4)
SS.K-4.PPE.7	Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas and in the ways people make a living. (KE 3.6)
SS.K-4.PPE.8	Analyze factors that contribute to similarities and differences among peoples locally and in places across the world including ethnicity, language, and religious beliefs. (KE 3.8) <ul style="list-style-type: none"> • Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)
SS.K-4.PPE.9	Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals. (KE 3.5)
SS.K-4.PPE.10	Examine the effects of sin on the environment.
SS.K-4.PPE.11	Compare and contrast benefits and problems resulting from the discovery and use of resources. (KE 3.7) <ul style="list-style-type: none"> • Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. (PE 3.2)
SS.K-4.PPE.12	Discuss the Christian's responsibility for the Earth's environment and its resources.

INDIVIDUAL DEVELOPMENT AND IDENTITY

Essential Question: What role does choice play in the development of individual identity?

Big Idea: God created humans with the power of choice and gave us the gift of the Holy Spirit to guide us as we make choices that shape our development.

SS.K-4.IDI.1	Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1)
SS.K-4.IDI.2	Identify the qualities that make individuals unique and equip them for their place in God's overall plan.
SS.K-4.IDI.3	Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2) <ul style="list-style-type: none"> • Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)
SS.K-4.IDI.4	Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3)
SS.K-4.IDI.5	Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint.
SS.K-4.IDI.6	Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4)
SS.K-4.IDI.7	Develop a respect for others including senior citizens and individuals with disabilities. <ul style="list-style-type: none"> • Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)

SOCIAL STUDIES

SS.K-4.IDI.8	Examine how individuals change over time. (KE 4.5)
SS.K-4.IDI.9	Evaluate how physical, intellectual, and emotional growth affects individual identity, growth, and interactions with others. (KE 4.6)
SS.K-4.IDI.10	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
SS.K-4.IDI.11	Explore factors that contribute to personal identify such as physical attributes, gender, race, and culture. (PE 4.3)
SS.K-4.IDI.12	Evaluate how individuals can express their own identify and work productively with others. (PE 4.4)
SS.K-4.IDI.13	Discuss how people’s interactions with their social and physical surroundings influence individual identity and growth. (KE 4.7)
SS.K-4.IDI.14	Outline how individual choices are influenced by personal and social factors. (KE 4.8)
SS.K-4.IDI.15	Identify people, groups, and institutions that contribute to development. (PE 4.5)
SS.K-4.IDI.16	Embrace and cultivate a personal relationship with Christ.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Essential Question: What is the role of the Seventh-day Adventist church?

Big Idea: The church is God’s agent to reach individuals, groups, and institutions with the good news of the gospel.

SS.K-4.IGI.1	Describe how this theme shows that people belong to groups and institutions that influence them and by which they are influenced. (KE 5.1)
SS.K-4.IGI.2	Define concepts such as community, culture, role, competition, cooperation, rules, and norms. (KE 5.2) <ul style="list-style-type: none"> • Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1) • Gather information about groups through such tools as surveys and interviews. (PE 5.7)
SS.K-4.IGI.3	Tell how the Seventh-day Adventist church positively impacts neighborhoods.
SS.K-4.IGI.4	Identify characteristics that distinguish individuals. (KE 5.3)
SS.K-4.IGI.5	Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics. (KE 5.4) <ul style="list-style-type: none"> • Describe interactions between and among individuals, groups, and institutions. (PE 5.2) • Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3) • Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)
SS.K-4.IGI.6	Assess the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. (KE 5.5)
SS.K-4.IGI.7	Examine how the rules and norms of groups to which they belong impact their lives. (KE 5.6) <ul style="list-style-type: none"> • Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5) • Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6)
SS.K-4.IGI.8	Participate in age appropriate outreach and service projects.

POWER, AUTHORITY, AND GOVERNANCE

Essential Question: What is the foundation of the sovereignty of God and how does it compare to the sovereignty of human government?

Big Idea: Unlike human government, God’s power, authority, and governance are absolute and rooted in His everlasting love.

SS.K-4.PAG.1	Justify how rules and laws can serve to support order and protect individual rights. (KE 6.1)
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SOCIAL STUDIES

SS.K-4.PAG.2	Identify the basic elements of government in the United States: executive, legislative, and judicial authority. (KE 6.4)
SS.K-4.PAG.3	Describe the structure and organization of the Seventh-day Adventist church. <ul style="list-style-type: none"> • Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)
SS.K-4.PAG.4	Give examples of people who have the authority to make and enforce rules.
SS.K-4.PAG.5	Identify fundamental ideas that are the foundation of American constitutional democracy, including those of the U. S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. (KE 6.2)
SS.K-4.PAG.6	Show how the Ten Commandments relate to governmental laws.
SS.K-4.PAG.7	Describe fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. (KE 6.3) <ul style="list-style-type: none"> • Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2) • Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)
SS.K-4.PAG.8	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
SS.K-4.PAG.9	Explain the ways in which governments meet the needs and wants of citizens. (KE 6.5) <ul style="list-style-type: none"> • Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations or detract from cooperation. (PE 6.4)
SS.K-4.PAG.10	Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Essential Question: How does God expect us to use the resources He has provided?

Big Idea: God supplies all of our needs and allows us to choose to be responsible stewards.

SS.K-4.PDC.1	Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)
SS.K-4.PDC.2	Explain uses of God’s gift of natural resources for meeting human needs.
SS.K-4.PDC.3	Distinguish the difference between needs and wants. (KE 7.2) <ul style="list-style-type: none"> • Analyze the differences between wants and needs. (PE 7.2) • Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)
SS.K-4.PDC.4	Investigate what people and communities gain and give up when they make a decision. (KE 7.3)
SS.K-4.PDC.5	Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
SS.K-4.PDC.6	Explain how economic incentives affect people’s behavior. (KE 7.4) <ul style="list-style-type: none"> • Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)
SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5) <ul style="list-style-type: none"> • Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)
SS.K-4.PDC.8	Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)
SS.K-4.PDC.9	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
SS.K-4.PDC.10	Describe the characteristics of a market economy. (KE 7.7)
SS.K-4.PDC.11	Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8)

SOCIAL STUDIES

- Investigate production, distribution, and consumption of goods and services in the school and community. (PE 7.1)

SCIENCE, TECHNOLOGY, AND SOCIETY

Essential Question: How has God enabled humans to develop science and technology to improve society?

Big Idea: God designed humans with wisdom, inquiring minds, and varied talents to discover ways to enrich life.

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| SS.K-4.STS.1 | Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1) |
| | <ul style="list-style-type: none"> • Identify the points of view expressed in information sources regarding science and technology. (PE 8.6) |
| SS.K-4.STS.2 | Cite examples of how society often turns to science and technology to solve problems. (KE 8.2) |
| | <ul style="list-style-type: none"> • Use diverse types of media technology to research and share information. (PE 8.2) |
| SS.K-4.STS.3 | Design a project using technology to serve the church and community. |
| SS.K-4.STS.4 | Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3) |
| | <ul style="list-style-type: none"> • Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1) |
| SS.K-4.STS.5 | Discuss the ways in which scientific findings and various forms of technology influence our daily lives. (KE 8.4) |
| | <ul style="list-style-type: none"> • Identify examples of science and technology in daily life. (PE 8.3) |
| SS.K-4.STS.6 | Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time. (KE 8.5) |
| | <ul style="list-style-type: none"> • Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7) |
| SS.K-4.STS.7 | Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6) |
| | <ul style="list-style-type: none"> • Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4) • Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. (PE 8.5) |

GLOBAL CONNECTIONS

Essential Question: How do global issues and connections impact the gospel commission?

Big Idea: God expects us to use global connections to address world issues through service to others, while sharing the good news of His love and His imminent return.

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| SS.K-4.GC.1 | Discuss how global connections may be of various types including cultural exchange, trade, political, economic, or travel. (KE 9.1) |
| | <ul style="list-style-type: none"> • Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1) • Identify examples of global connections in the individual's community, state, or region. (PE 9.2) • Use maps and databases to look for global patterns, trends, and connections. (PE 9.3) |
| SS.K-4.GC.2 | Explain how global connections affect the daily life of individuals and those around them. (KE 9.2) |
| | <ul style="list-style-type: none"> • Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4) |
| SS.K-4.GC.3 | Demonstrate an understanding of current world missions of the Seventh-day Adventist church. |

SOCIAL STUDIES

SS.K-4.GC.4	<p>Compare and contrast how some global issues have persisted over time while others are more contemporary or emerging. (KE 9.3)</p> <ul style="list-style-type: none"> • Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7) • Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)
SS.K-4.GC.5	<p>Point out how all cultures have similar needs but meet those needs in different ways that may influence or be influenced by global connections. (KE 9.4)</p> <ul style="list-style-type: none"> • Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)
SS.K-4.GC.6	<p>Evaluate how the pace of global change has quickened in recent times. (KE 9.5)</p> <ul style="list-style-type: none"> • Examine the ways in which technology affects global connections. (PE 9.6)
SS.K-4.GC.7	<p>Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</p>

CIVIC IDEALS AND PRACTICES

Essential Question: According to the Scriptures, what are the civic responsibilities of a Christian to the government of God and the governments of man?

Big Idea: Followers of Jesus have a dual citizenship with responsibility first to God and then to civil authorities.

SS.K-4.CIP.1	<p>Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)</p> <ul style="list-style-type: none"> • Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)
SS.K-4.CIP.2	<p>Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities. (KE 10.2)</p> <ul style="list-style-type: none"> • Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)
SS.K-4.CIP.3	<p>Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. (KE 10.3)</p> <ul style="list-style-type: none"> • Identify and exercise the rights and responsibilities of citizens. (PE 10.2)
SS.K-4.CIP.4	<p>Discuss how democratic ideals and practices are represented in contemporary and historical sources, quotations, and stories. (KE 10.4)</p> <ul style="list-style-type: none"> • Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4) • Examine the influence of citizens and officials on policy decisions. (PE 10.7)
SS.K-4.CIP.5	<p>Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)</p> <ul style="list-style-type: none"> • Evaluate positions about an issue based on the evidence and arguments provided, and describe the pros, cons, and consequences of holding a specific position. (PE 10.5) • Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)
SS.K-4.CIP.6	<p>Discuss the importance of religious freedom throughout the world.</p>

TECHNOLOGY

DIGITAL LEARNING

Essential Question: How do digital technologies support the ways God designed us to learn?

Big Idea: Digital technologies assist learners in thinking critically, communicating, collaborating, and creating.

TECHNOLOGY

T.K-2.DL.1	Explore and use teacher-selected software to create a product. (Creativity and Innovation-1)
T.K-2.DL.2	Use technology in multiple subjects to find answers to questions. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)
T.K-2.DL.3	Play with technology and discuss observations. (Creativity and Innovation-1)
T.K-2.DL.4	Discuss how technology can help solve a problem. (Critical Thinking, Problem Solving, and Decision Making-4)
T.K-2.DL.5	Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)

DIGITAL FLUENCY

Essential Question: Why should we excel in the understanding and use of digital technology resources?

Big Idea: The proficient use of digital technology provides us with the opportunity to develop academically, socially, and spiritually.

T.K-2.DF.1	Use developmentally appropriate digital tools to communicate ideas with others. (Communication and Collaboration-2)
T.K-2.DF.2	Use teacher-selected Internet resources, programs, and applications to support personal and academic development. (Research and Information Fluency-3; Technology Operations and Concepts-6)
T.K-2.DF.3	Know basic technological vocabulary and use a variety of age-appropriate hardware and software. (Technology Operations and Concepts-6)
T.K-2.DF.4	Develop basic troubleshooting skills to solve technology problems. (Technology Operations and Concepts-6)
T.K-2.DF.5	Identify, match, and use computer keys through informal experiences. (Technology Operations and Concepts-6)

DIGITAL CITIZENSHIP

Essential Question: How can we be safe and responsible citizens in the online community while honoring God?

Big Idea: We honor God when we respect and collaborate with others while practicing personal safety in the global internet community.

T.K-2.DC.1	Recognize how a Christian uses technology as a responsible citizen. (Digital Citizenship-5)
T.K-2.DC.2	Choose responsible ways to promote the Gospel with technology. (Communication and Collaboration-2; Digital Citizenship-5)
T.K-2.DC.3	Understand what personal information should not be shared online. (Digital Citizenship-5)
T.K-2.DC.4	Use technology to communicate respectfully with others. (Communication and Collaboration-2; Digital Citizenship-5)
T.K-2.DC.5	Know the difference between finding, copying, and creating content. (Research and Information Fluency-3; Digital Citizenship-5)

