

NAD STANDARDS -- SOCIAL STUDIES

1. CULTURE

GRADE STANDARDS

Essential Question:

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

5-8

SS.5-8.C.1 Explain "culture" as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)

SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2)

SS.5-8.C.3 Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3)

SS.5-8.C.4

SS.5-8.C.5

SS.5-8.C.6 Discern how people learn the elements of their culture through interaction with others, and how people learn of other cultures through communication and study. (KM 1.5)

SS.5-8.C.7 Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.

SS.5-8.C.8

SS.5-8.C.9 Explain how people from different cultures develop different values and ways of interpreting experience. (LM 1.7)

SS.5-8.C.10

SS.5-8.C.11

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3. PEOPLE, PLACES AND ENVIRONMENTS

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
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.
5-8	SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)	
	SS.5-8.PPE.2 Scrutinize the effects of sin on the environment.	
	SS.5-8.PPE.3 Describe concepts such as: location, region, place, and migration, as well as human and physical systems. (KM 3.2) * Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)	
	SS.5-8.PPE.4 Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts. (KM 3.3) * Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)	
	SS.5-8.PPE.5 Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)	
	SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)	
	SS.5-8.PPE.7 Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion and political beliefs. (KM 3.8) * Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. (PM 3.5)	
	SS.5-8.PPE.8 Discuss human modifications of the environment. (KM 3.7) * Evaluate the consequences of human actions in environmental terms. (PM 3.6)	
	SS.5-8.PPE.9 Compare and contrast the effects of sin on the environment.	
	SS.5-8.PPE.10 Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)	
	SS.5-8.PPE.11 Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. (KM 3.9) * Research, organize, analyze, synthesize, and evaluate information from atlases, databases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. (PM 3.2) * Calculate distance, scale, and area to inform study of historic or current national and global environments. (PM 3.4)	
	SS.5-8.PPE.12 Discuss the Christian's responsibility for the Earth's environment and its resources.	

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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.5-8.IDI.1

SS.5-8.IDI.2 Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.

SS.5-8.IDI.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation and perception. (KM 4.2)

* Ask and find answers to questions about how individual identity forms and changes. (PM 4.1)

* Examine the relationship between individual identity and social, cultural, and historical contexts. (PM 4.2)

SS.5-8.IDI.4 Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity. (KM 4.3)

SS.5-8.IDI.5 Recognize the role of useful work in personal development and maintaining self

SS.5-8.IDI.6

SS.5-8.IDI.7 Embrace and cultivate a personal relationship with Christ.

SS.5-8.IDI.8

SS.5-8.IDI.9 Identify the qualities that make individuals unique and equip them for a place in God's overall plan.

* Identify the relationship between individual qualities and career or professional choices. (PM 4.7)

SS.5-8.IDI.10 Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6)

* Identify biases that can influence a person's perceptions of other individuals including individuals belonging to groups with different physical, social or cultural characteristics. (PM 4.5)

SS.5-8.IDI.11

* Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)

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6. POWER, AUTHORITY, AND GOVERNANCE

GRADE	STANDARDS (NGSS ALIGNMENT)	Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.
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.
5-8	SS.5-8.PAG.1 Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)	
	SS.5-8.PAG.2 Compare the constitution of a country to the Ten Commandments.	
	SS.5-8.PAG.3 Discuss ideas that are the foundation of American constitutional democracy including those of the U. S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism. (KM 6.2)	
	SS.5-8.PAG.4 Evaluate fundamental values of constitutional democracy. (KM 6.3) <ul style="list-style-type: none"> * Ask and find answers to questions about power, authority, and governance in the region, nation, and world (PM 6.1) * Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2) 	
	SS.5-8.PAG.5 Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4) <ul style="list-style-type: none"> * Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity. (PM 6.3) 	
	SS.5-8.PAG.6 Exhibit tolerance and respect for individuals with different beliefs and viewpoints.	
	SS.5-8.PAG.7 Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5) <ul style="list-style-type: none"> * Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4) * Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups and as it contributes to or detracts from systems of power, authority and governance. (PM 6.5) 	
	SS.5-8.PAG.8 Describe the structure and organization of the Seventh-day Adventist church.	
	SS.5-8.PAG.9 Identify how God has ultimate control and protection over human affairs, and discuss the ways He has led in the past.	

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

SS.5-8.PDC.1

SS.5-8.PDC.2

SS.5-8.PDC.3

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8. SCIENCE, TECHNOLOGY, AND SOCIETY

GRADE STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate Biblical and Seventh-day Adventist historical references.

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.

5-8

- SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)
- SS.5-8.STS.2
- SS.5-8.STS.3 Investigate how society often turns to science and technology to solve problems. (KM 8.2)
- SS.5-8.STS.4
- SS.5-8.STS.5 Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present. (KM 8.4)
- SS.5-8.STS.6 Understand the healthy benefits of time management and practice self-control when using technology.
- SS.5-8.STS.7

- SS.5-8.STS.8 Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities.

- SS.5-8.STS.9
- SS.5-8.STS.10
- SS.5-8.STS.11

- SS.5-8.STS.12
- SS.5-8.STS.13

- SS.5-8.STS.14

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9. GLOBAL CONNECTIONS

GRADE

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.

SS.5-8.GB.1

SS.5-8.GB.2

SS.5-8.GB.3

SS.5-8.GB.4

SS.5-8.GB.5

SS.5-8.GB.6

SS.5-8.GB.7

SS.5-8.GB.8

