

Curriculum Guide

Social Studies

Grades K-8

**Office of Education
North American Division
of Seventh-day Adventists**

2005

The North American Division

The North American Division includes the United States and Canada, as well as the Islands of Bermuda, St. Pierre, and Miquelon. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as the Seventh-day Adventist philosophy is maintained.

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Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person – physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

Introduction

Social studies is an intrinsic part of Seventh-day Adventist education and serves to amplify and enrich the curriculum through presenting an awareness of God's hand in the affairs of men and of man's obligations to serve others.

The following definition of social studies has been adopted by The National Council of Social Studies.

Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The social Studies Curriculum Guide, K-8 outlines five thematically based curriculum strands and their corresponding sets of essential learnings that identify what students should learn in the social studies program in grades K-8.

Strand 1: History

History is the study of people, places, and events from the past. Students will use a biblical perspective to analyze how the world has changed and developed over time. They will understand their connection to the past and how the world might be in the future.

Strand 2: Civics and Government

Civics and government is the study of the relationship between citizens and their society and state. Students will understand the workings of their own and other political systems, the rights and responsibilities of citizens, and how to participate in their own governance.

Strand 3: Geography

Geography is the study of the relationship between the earth's physical features, climate, and people. Students will develop the ability to use spatial concepts and gain an understanding of the earth's physical and environmental changes over time due to natural and human causes.

Strand 4: Economics

Economics is the study of how people organize for the production, distribution and consumption of goods and services. Students will differentiate between needs and wants, explore economic decisions and the consequences of those decisions on groups, communities, their nation and the global community.

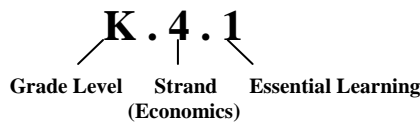
Strand 5: Individuals, Society, and Culture

Individuals, society, and culture is the study of similarities, differences, and changes within people and groups and the affect on human behavior and society. Through this study students will develop an appreciation and acceptance of other’s beliefs, values, and traditions while gaining an understanding of their own identity.

At each grade level threads from the five strands should be integrated and interwoven to create a colorful, vibrant tapestry that engages students in the study of the past and present. Current events that illustrate concepts identified in the essential learnings should also be an integral part of the social studies curriculum.

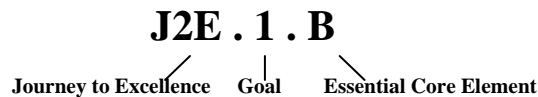
Numbering System

The strands and essential learnings have been numbered so that educators can more easily refer to them in their curriculum, instruction, assessment, and professional development activities. The numbering system begins with the grade level. The second numeral refers to the strand. The third identifies the essential learning.



Journey to Excellence Correlation

The essential learnings that correspond directly to the goals and essential core elements for curriculum in Seventh-day Adventist schools identified in *Journey to Excellence* have been coded for easy reference. The key to the coding system is identified below.



Division of Content, Grades 5-8

Essential learnings for grades 5-8 cover U. S. History, World History and World Studies. These content areas contain massive amounts of subject matter; therefore they have been divided to provide a manageable amount of information at each grade level.

Essential learnings for grades 5 and 8 cover U. S. History and have been arranged in a chronological sequence. Fifth grade covers the time period from the early explorers to the Civil

War and Reconstruction. Eighth grade begins with a review of the Reconstruction, then covers the Industrial Revolution to the present.

Essential learnings for grades 6 and 7 cover World History arranged in a chronological sequence. Sixth grade will study World History from the rise of ancient civilizations through Early Greek and Roman civilizations. Seventh grade will study World History from the establishment of the Byzantine Empire through modern times.

Essential learnings for grades 6 and 7 also cover World Studies. Sixth grade will study the history, government, geography, economics, and culture of nations in Africa, Asia, and Oceania. Seventh grade will study the history, government, geography, economics, and culture of nations in Europe, North America, and South America.

	U.S. History	World History	World Studies
Grade 5	Early Explorers—Civil War and Reconstruction		
Grade 6		Rise of Civilization—Early Greece and Rome	Africa, Asia, and Oceania
Grade 7		Byzantine Empire—Modern Times	Europe, North America, and South America
Grade 8	Review of Reconstruction; Industrial Revolution—Modern Times		

State History

All states require that state history be taught during the elementary years. The state history curriculum should be taught at the appropriate grade level and should follow the learning outcomes as prescribed by the state in which the school is located.

General Goals

The goals of the social studies program are to enable students to:

- ❖ Develop an understanding of the origin, nature, purpose and destiny of humanity based on the Seventh-day Adventist view of the world. J2E.1; J2E.2
- ❖ Acquire a knowledge base of factual information and a recognition of the relevance of historical and current events. J2E.6
- ❖ Analyze, evaluate and apply information gained from a variety of research and study skills. J2E.6
- ❖ Communicate historical information and interpretations effectively. J2E.7
- ❖ Develop an ethical system based on integrity, morality, and responsibility. J2E.3; J2E.4; J2E.6; J2E.8
- ❖ Develop a value system based upon a respect for human and civil rights, religious tolerance, and multicultural understanding. J2E.4
- ❖ Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship. J2E.4; J2E.10
- ❖ Develop the judgment, perspectives, and analytical skills that are essential for a productive life. J2E.6; J2E.8
- ❖ Develop an individual sense of identity and importance in the human story. J2E.3
- ❖ Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability. J2E.3; J2E.4; J2E.9
- ❖ Foster a lifelong appreciation and interest in the history of mankind. J2E.6

Strands And Essential Learnings

Strand 1: History

History is the study of people, places, and events from the past. Students will use a biblical perspective to analyze how the world has changed and developed over time. They will understand their connection to the past and how the world might be in the future.

Kindergarten	Grade 1	Grade 2
<p>Chronological Thinking:</p> <p>K.1.1 Identify and order events that take place in a sequence.</p> <p>K.1.2 Develop a personal picture time line.</p> <p>Historical Knowledge:</p> <p>K.1.3 Compare people, objects, and events of today and long ago.</p> <p>K.1.4 Show that celebrations and holidays honor events and people in the past.</p> <p>K.1.5 Recall family stories and celebrations to develop a personal history.</p> <p>K.1.6 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility; include Bible characters. J2E.1.B</p>	<p>Chronological Thinking:</p> <p>1.1.1 Use time-related terms to sequentially order school events.</p> <p>1.1.2 Make a time line of personal family history.</p> <p>Historical Knowledge:</p> <p>1.1.3 Compare past and present similarities and differences in the family and in daily life.</p> <p>1.1.4 Identify people and events observed in national celebrations and holidays.</p> <p>1.1.5 Listen to and retell stories about people in the past who showed honesty, courage, and responsibility; include Biblical characters and church founders. J2E.1.B; J2E.2.E</p>	<p>Chronological Thinking:</p> <p>2.1.1 Order events by using designation of time periods such as ancient times and modern times.</p> <p>2.1.2 Use vocabulary related to chronology, including past, present, and future.</p> <p>2.1.3 Develop a simple time line of events important in each student's life.</p> <p>Historical Knowledge:</p> <p>2.1.4 Identify changes that have occurred in the local neighborhood.</p> <p>2.1.5 Identify changes that have occurred in technology, i.e. tools and transportation.</p> <p>2.1.6 Identify individuals who impacted the local neighborhoods.</p> <p>2.1.7 Identify the history of local celebrations and traditions.</p> <p>2.1.8 Listen to historical stories and compare daily life in the past and present; include stories of Biblical characters, Ellen and James White, early church pioneers, etc. J2E.1.B; J2E.2.E</p>

Strand 1: History

Grade 3	Grade 4
<p>Chronological Thinking:</p> <p>3.1.1 Develop an understanding of time: years, decades, centuries.</p> <p>3.1.2 Use vocabulary related to chronology, including past, present and future.</p> <p>3.1.3 Describe and measure calendar time by days, weeks, months, and years.</p> <p>3.1.4 Understand and construct simple time lines of community events.</p> <p>Historical Knowledge:</p> <p>3.1.5 Identify Native Peoples who originally lived in the local area. J2E.3.B; J2E.4.A</p> <p>3.1.6 Explain why and how the local community was established and identify founders and early settlers.</p> <p>3.1.7 Understand the contributions and significance of historical figures in the church and community. J2E.2.E</p> <p>3.1.8 Read Bible and church history stories that portray how God works through people to help make the community a better place. J2E.2.E</p> <p>3.1.9 Explain the history of community traditions and local celebrations.</p> <p>3.1.10 Give examples of people, events, and technological developments that brought important changes to the local community.</p>	<p>Chronological Thinking:</p> <p>4.1.1 Understand time measurements: dates in terms of centuries (B.C. through A.D.).</p> <p>4.1.2 Identify examples of cause and effect relationships.</p> <p>4.1.3 Read and construct simple time lines of historical events.</p> <p>Historical Knowledge:</p> <p>4.1.4 Study the Native Peoples of each region of the United States/Bermuda/Canada and know the food, clothing, transportation, and homes of each. J2E.3.B; J2E.4.A</p> <p>4.1.5 Identify early explorers to the United States/Bermuda/Canada and understand the reasons that brought them.</p> <p>4.1.6 Know the impact of early settlers in the United States/Bermuda/Canada.</p> <p>4.1.7 Identify the important historical events of each region of the United States/Bermuda/Canada.</p> <p>4.1.8 Understand the influence of technological developments and inventions.</p> <p>4.1.9 Explore the impact of immigration.</p> <p>4.1.10 Identify the accomplishments of notable Seventh-day Adventists in the history of each region of the United States/Bermuda/Canada. J2E.2.E</p>

Strand 1: History

Grade 5	Grade 6
<p>Fifth grade will study the development of the United States as a nation through the ravages of the Civil War.</p> <p>Historical Knowledge: <i>The Arrival of Europeans to 1610</i> 5.1.1 Trace the routes of major European explorers and discuss their interaction with the Native Americans. 5.1.2 Investigate the early settlements, such as St. Augustine, Roanoke Island and Jamestown. 5.1.3 Identify the founders and study how the colonies grew. 5.1.4 Examine the elements of everyday life in the colonies.</p> <p><i>Colonization and Settlements: 1607 to 1763</i> 5.1.5 Explain religious, political, and economic reasons for the movement of people from Europe to the Americas. 5.1.6 Describe the impact of exploration and settlement on Native Americans. 5.1.7 Compare and contrast relationships among British, Spanish, French, and Dutch in the struggle for North America control. 5.1.8 Identify and explain the causes, conditions, and consequences, of the French and Indian War. 5.1.9 Study reasons for the divisions of the British Colonies. 5.1.10 Evaluate contributions of political and religious leaders in colonial America. i.e., Anne Hutchinson and William Penn. 5.1.11 Investigate biblical prophecies about the founding of the United States. J2E.2.E; J2E.4.D 5.1.12 Identify the existence of slavery in the colonies.</p> <p><i>The American Revolution: 1763 to 1783</i> 5.1.13 Identify the causes of the American Revolution. 5.1.14 Identify major British and American leaders who contributed to the American Revolution and describe their roles and contributions in key events. 5.1.15 Assess the influence of other countries, such as France, Germany, Poland, and Spain in the American Revolution, and identify individuals from other countries who assisted the American cause. 5.1.16 Identify and evaluate contributions of women during the American Revolution. 5.1.17 Explain consequences of the revolution, including the drafting of state constitutions and the achievement of independence by the United States.</p> <p><i>Making the United States Constitution and Establishing the Federal Republic: 1783 to 1800's</i> 5.1.18 Discuss content and importance of the United States Constitution. 5.1.19 Discuss main features and purpose of the Bill of Rights. J2E.4.C 5.1.20 Describe the three-part structure of the new government. J2E.4.C</p> <p><i>Westward Expansion and the Civil War: 1800 to 1865</i> 5.1.21 Describe the events leading up to and the significance of the Louisiana Purchase, and the expedition of Lewis and Clark. 5.1.22 Explain concept of Manifest Destiny and its relationship to the westward movement of settlers and territorial expansion. 5.1.23 Describe the abolition of slavery in the northern states, the issues associated with the westward expansion of slavery, and the continued resistance to slavery by African Americans.</p>	<p>Sixth grade will study World History from ancient times through Early Greek and Roman civilizations.</p> <p>Historical Knowledge: <i>Biblical Perspective</i> 6.1.1 Know the Biblical account of the creation of man. J2E.1.A 6.1.2 Compare the Biblical account of the beginning of civilization with the evolutionary viewpoint. J2E.6.F 6.1.3 Research the location of the Garden of Eden. J2E.6.F 6.1.4 Explore early civilizations in Mesopotamia.</p> <p><i>Egyptian Development and Civilizations</i> 6.1.5 Explore the rise of early civilizations in the river valleys of Northeastern Africa. 6.1.6 Describe the achievements of ancient Egypt in art, religion, architecture, government and the development of the concept of theocracy. J2E.9.D 6.1.7 Trace the evolution of Egyptian language and its written form.</p> <p><i>The Rise of the Israelite Nation</i> 6.1.8 Know the significance of Hammurabi's Code. 6.1.9 Discuss the movements of Hebrew peoples, including the Exodus. J2E.4.D 6.1.10 Describe the origins of Judaism including the significance of Abraham, Moses, Rahab, Naomi, Ruth, and David as the bloodline of Christ. J2E.4.D 6.1.11 Identify how the beliefs of Judaism set the stage for the birth and life of Christ. J2E.4.D 6.1.12 Discuss how Judaism evolved after the destruction of the second Temple in A.D. 70.</p> <p><i>Eastern Asia, Africa and its Civilizations</i> 6.1.13 Compare the early civilizations of the Indus River Valley in South Asia with the Huang-He of China. 6.1.14 Explain the importance of early trade including the Silk Road, trans-Saharan and African trade routes. 6.1.15 Describe developments in agriculture, technology, and commerce during the Tang and Song Dynasties in China. 6.1.16 Explain how Mongol rulers of China extended the empire and modified Chinese culture. 6.1.17 Describe advances in Chinese society under the Ming Dynasty. J2E.7.B 6.1.18 Describe the development of Japanese court life, feudalism, the shogunate and warrior class system, and the rise of military society. 6.1.19 Trace the voyages of exploration from Europe that resulted in colonization of parts of Asia and the Southwest Pacific. 6.1.20 Identify European nations that colonized Asia and Africa.</p> <p><i>Ancient, Classical, and Hellenistic Greece</i> 6.1.21 Show how Greek literature has influenced Christianity and how it contrasts with beliefs of the Seventh-day Adventist church. J23.6.F 6.1.22 Study the role of Greece and Medo-Persia as they relate to the biblical image of Daniel 7. J2E.6.F 6.1.23 Review the story of Daniel and his three friends as it refers to the Babylonian and Medo-Persian Kingdoms; including the story of Daniel in the lion's den. J2E.1.E; J2E.6.</p>

Strand 1: History

Grade 7	Grade 8
<p>Seventh Grade will study World History from the establishment of the Byzantine Empire through modern times.</p> <p><i>From Political Power to Religious World Power</i></p> <p>7.1.1 Using the Great Controversy and the Bible, trace Rome as a religious power, and its relationship to the Dark Ages. J2E.2.D; J2E.2.E; J2E.4.C</p> <p>7.1.2 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire.</p> <p>7.1.3 Trace the legacy of prophetic truth through the Dark Ages. J2E.2.D; J2E.2.E; J2E.4.D</p> <p>7.1.4 Study the conflict and cooperation between the Papacy and European monarchs i.e., Charlemagne, Gregory VII, Emperor Henry IV. J2E.4.C</p> <p><i>The Crusades, Europe and the era of Exploration</i></p> <p>7.1.5 Analyze the diverse interests of those involved in the Crusades.</p> <p>7.1.6 Describe the feudal system in medieval society. J2E.4.C</p> <p>7.1.7 Explain how Black Death led to the decline of medieval monarchies.</p> <p>7.1.8 Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>7.1.9 Examine the importance of Asian trade routes and trace the rise of cultural centers and trading cities, such as Florence and Venice.</p> <p>7.1.10 Explore the events that led to the European Renaissance and voyages of discovery. J2E.3.B</p> <p><i>The Americas</i></p> <p>7.1.11 Study the civilizations that existed in the Americas before the arrival of Europeans. J2E.4.C</p> <p>7.1.12 Describe the cultural achievements of civilizations in North and South America. J2E.3.B</p> <p><i>Origins and Accomplishments of the Renaissance and Reformation</i></p> <p>7.1.13 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism.</p> <p>7.1.14 Describe the growth and effects of new ways of distributing information i.e., the ability to manufacture paper, translation of the Bible into the language of the people, printing. J2E.7.D</p> <p>7.1.15 Identify the powerful Monarchs in Europe during the Renaissance and Reformation.</p> <p>7.1.16 Identify the major translators of the Bible, and discuss the hardships they endured. J2E.1.B; J2E.4.B</p> <p>7.1.17 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy. J2E.9.B</p> <p>7.1.18 Describe theological, political, and economic ideas of major figures during the Reformation. J2E.4.C</p> <p>7.1.19 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World, and the later development of the Seventh-day Adventist Church. J2E.2.E</p> <p>7.1.20 Study the effects of the political revolutions that led to the Reformation.</p>	<p>Eighth Grade will begin with a synopsis of U.S. History up to the Reconstruction after the Civil War, and pick up with the Reconstruction and the Industrial Revolution.</p> <p><i>Biblical and Seventh-day Adventist Perspectives:</i></p> <p>8.1.1 Identify how God has ultimate control and protection over human affairs, and discuss the way He has led in the past. J2E.1.E</p> <p>8.1.2 Teach how the history of the Seventh-day Adventist church is threaded throughout modern United States history. J2E.2.E; J2E.2.F</p> <p>8.1.3 Trace the Millerite movement of the 1830's to the 1840's and the Great Disappointment. J2E.2.E</p> <p>8.1.4 Study Joseph Bates and the beginning and spread of Sabbath keeping. J2E.2.E</p> <p>8.1.5 Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White. J2E.2.E</p> <p>8.1.6 Explain the role of publishing in the founding of the Seventh-day Adventist church. J2E.2.E</p> <p>8.1.7 Study the formal organization of the Seventh-day Adventist Church from 1854 to the development of the first conference and the General Conference. J2E.2.E</p> <p>8.1.8 Identify the founding of Seventh-day Adventist institutions.</p> <p><i>Reconstruction Era (1865-1877):</i></p> <p>8.1.9 Explain and evaluate the policies, practices, and consequences of Reconstruction</p> <p>8.1.10 Identify the reasons for and consequences of President Johnson's impeachment and trial.</p> <p>8.1.11 Discuss the attempts made to improve the lives of African Americans during the Reconstruction era.</p> <p>8.1.12 Trace the rise and impact of the KKK.</p> <p><i>Development of the Industrial United States (1865 to the early 1900's):</i></p> <p>8.1.13 Identify the major inventors during the time of the Industrial Revolution and discuss how their work affected our nation.</p> <p>8.1.14 Describe the growth and development of the transportation industry.</p> <p>8.1.15 Trace the development of the American education system including the roles of religious and private schools. J2E.4.B</p> <p>8.1.16 Study the development of the Adventist education system. J2E.4.B</p> <p>8.1.17 Trace the spread of Seventh-day Adventism to the west coast and Europe. J2E.2.E</p> <p>8.1.18 Identify the first Seventh-day Adventist missionaries. J2E.2.E</p> <p>8.1.19 Show how industrial growth caused people to migrate from rural to urban areas.</p> <p><i>Causes and Effects of the United States emerging as a World Power (1880 – 1917):</i></p> <p>8.1.20 Study the causes and effects of the Spanish-American War.</p> <p>8.1.21 Explore the concepts of Imperialism vs. Isolationism and how they relate to America as an emerging world power.</p>

Strand 1: History

Grade 5	Grade 6
<p>5.1.24 Identify people responsible for the Underground Railroad, and study consequences of helping the freedom cause.</p> <p>5.1.25 Identify the beginning of the women’s civil rights movement</p> <p>5.1.26 Understand the political and economic causes and consequences of the War of 1812, and know the major battles, leaders, and events that led to a final peace.</p> <p>5.1.27 Study the changing boundaries of the United States and explore how the relationship with border countries influenced westward expansion and led to the Mexican American War.</p> <p>5.1.28 Outline the important early treaties with American Indian Nations and the varying outcome of those treaties.</p> <p>5.1.29 Describe the impact of the California gold rush on westward expansion.</p> <p><i>The Civil War leading to the Reconstruction Period: 1850 to 1877</i></p> <p>5.1.30 Analyze the causes and effects of events leading to the Civil War, including development of sectional conflict over slavery.</p> <p>5.1.31 Describe the importance of key events in the Civil War.</p> <p>5.1.32 Study the views and lives of leaders and soldiers on both sides of the war, including those of black soldiers and regiments.</p> <p>5.1.33 Describe the role of pioneer women and the new status that western women achieved.</p> <p>5.1.34 Discuss Ellen White’s vision that shows God’s involvement in the outcome of the Civil War. (Vol.1 Testimonies 267) J2E.2.E; J2E.4.D</p>	<p>6.1.24 Compare and contrast life in Athens and Sparta with emphasis on their roles in the Persian and Peloponnesian Wars.</p> <p>6.1.25 Trace the rise of Alexander the Great and the spread of Greek culture eastward into Egypt.</p> <p>6.1.26 Describe the enduring contributions of important Greek figures in the arts and sciences. J2E.7.B</p> <p><i>Ancient Rome</i></p> <p>6.1.27 Study the contribution of the Apostle Paul to the definition and spread of Christian beliefs to the gentiles. J2E.4.D</p> <p>6.1.28 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.</p> <p>6.1.29 Trace the major developments and achievements of the Roman Republic and the rise and expansion of the Roman Empire.</p> <p>6.1.30 Analyze reasons for the decline and fall of the Roman Empire.</p> <p>6.1.31 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law. J2E.9.B</p> <p>6.1.32 Describe the migration of Jews and the spread of Christianity and the Roman Catholic Church in Western Europe during the Roman Empire. J2E.4.C</p> <p>6.1.33 Discuss the persecution of the early Christian church and its impact on the spread of the gospel. J2E.4.D; J2E.2.E</p> <p>6.1.34 Understand that the fall of Rome marked the end of the ancient world.</p>

Strand 1: History

Grade 7	Grade 8
<p>Exploration and Expansion</p> <p>7.1.21 Examine the events leading to and the results of European voyages of discovery and conquest.</p> <p>7.1.22 Demonstrate an understanding of why European settlers came to live in North and South America</p> <p>7.1.23 Examine the impact of European explorers and settlers on native North and South American peoples and cultures.</p> <p>7.1.24 Study Portuguese and Spanish colonies in Mexico and South America and French and British colonies in Canada.</p> <p>7.1.25 Investigate the origin and results of the African slave trade.</p> <p>7.1.26 Describe how both Latin America and Canada were involved in slavery.</p> <p>Revolution, Industrialism and Nationalism</p> <p>7.1.27 Investigate how countries in North and South America gained independence from European rule.</p> <p>7.1.28 Study the Industrial Revolution and its impact on the world.</p> <p>7.1.29 Study the growth of nationalism in Europe, and describe how it set the stage for the World Wars.</p> <p>7.1.30 Explain how industrialism and nationalism created the environment for imperialism.</p> <p>Modern Times</p> <p>7.1.31 Examine the causes and effects of 20th century wars.</p> <p>7.1.32 Describe how the cold war varied from other wars, and how it has affected the world.</p> <p>7.1.33 Review current world events, and discuss how they effect change in our world.</p>	<p>8.1.22 Discuss the open-door policy in China and how it impacted the United States emergence as a world power. J2E.4.D</p> <p>8.1.23 Describe the U.S. involvement in developing the Panama Canal. J2E.4.C</p> <p>8.1.24 Study the Great White Fleet, and the U.S. as a World Police.</p> <p>8.1.25 Study the acquisition of states and territories, i.e., Hawaii, Alaska, Cuba, Guam, Philippines, Wake Island, and Puerto Rico.</p> <p>The Progressive Era (1890-1920):</p> <p>8.1.26 Study the events leading up to the ratifying of the 17th and 18th amendments, and the growth of progressive ideas.</p> <p>8.1.27 Study the culmination of the 19th Amendment as it affected the growth of the women’s right’s movement.</p> <p>8.1.28 Describe the National Parks movement as it spread across the nation.</p> <p>Global Conflict Impacts the United States as a Nation (WWI 1914 – 1920):</p> <p>8.1.29 Describe the political dimensions of pre-WWI Europe.</p> <p>8.1.30 Explore the events and reasoning that brought the United States into WWI.</p> <p>8.1.31 Trace the major events of WWI beginning with the assassination of the Archduke Franz Ferdinand.</p> <p>8.1.32 Explore the issues involving the new technology of war used during WWI.</p> <p>8.1.33 Identify the Allied powers when the United States entered the war, and how the Americans assisted them.</p> <p>8.1.34 Explain the Treaty of Versailles and the role the United States in ending WWI.</p> <p>8.1.35 Define the short and long term effects of WWI on Europe and America, including the Great Migration of 1920.</p> <p>8.1.36 Describe the United States foreign affairs and policies that resulted because of WWI.</p> <p>Prosperity, and the Great Depression (1919 – 1930):</p> <p>8.1.37 Discuss the roaring 20’s, prohibition, and changes that began to reshape America. J2E.4.C</p> <p>8.1.38 Study the elements that affected United States history during the crash of the stock market and the resulting Great Depression.</p> <p>WWII and Recovery (1931 – 1945):</p> <p>8.1.39 Explore how the outcome of WWI affected the beginning of WWII.</p> <p>8.1.40 Discuss American reluctance to join the war.</p> <p>8.1.41 Study the rise of dictators in Europe and Asia that led to WWII</p> <p>8.1.42 Discuss the bombing of Pearl Harbor and the rush to build up armed forces.</p> <p>8.1.43 Trace the development and major events of WWII.</p> <p>8.1.44 Identify the leading authorities of the Allied powers.</p> <p>8.1.45 Study the events leading to the use of atomic weapons, and how they were used to end the war.</p> <p>8.1.46 Discuss the change in American attitudes toward world affairs.</p>

Strand 1: History

Grade 5	Grade 6

Strand 1: History

Grade 7	Grade 8
	<p>8.1.46 Explore how Soviet-American tensions shaped the cold war.</p> <p>8.1.47 Identify the labor unrest and the civil rights movement that lead to “The Fair Deal”.</p> <p>8.1.48 Discuss the United States attempt to contain communism both at home and abroad.</p> <p>8.1.49 Study how the Korean Conflict and the Vietnam War were different from the world wars.</p> <p><i>Modern America (1950 – Present):</i></p> <p>8.1.50 Explore the civil rights movement and the changes it brought to America J2E.3.B</p> <p>8.1.51 Describe how the civil rights movement expanded to include Hispanic and Native Americans, and women, J2E.3.B</p> <p>8.1.52 Discuss the age of flight, the race to space and the impact of modern technology on space exploration.</p> <p>8.1.53 Discuss the general political philosophies of the presidents from Nixon to the current administration. J2E.4.C</p> <p>8.1.54 Identify the expansion and involvement of United States military troops in various countries around the modern world.</p> <p>8.1.55 Study the impact of freedom issues as they relate to ethical questions. i.e., abortion, flag burning, same sex marriages, current issues. J2E.2.F; J2E.4.D</p> <p>8.1.56 Identify ways modern technology has changed the world.</p>

Strand 2: Civics and Government

Civics and government is the study of the relationship between citizens and their society and state. Students will understand the workings of their own and other political systems, the rights and responsibilities of citizens, and how to participate in their own governance.

Kindergarten	Grade 1	Grade 2
<p>Foundations of Government: K.2.1 Identify and begin to describe the roles and responsibilities of school personnel, i.e. principal, secretary, custodian, teacher. J2E.10.A; J2E.10.E.</p> <p>Functions of Government: K.2.2 Give examples of rules in the family, classroom, and school. J2E.3.A; J2E.3.B K.2.3 Identify purposes of having rules for protection, fair treatment of others, etc. J2E.3.C; J2E.3.D</p> <p>Roles of Citizens: K.2.4 Identify the flags of the United States/Bermuda/Canada and state/parish/province. K.2.5 Identify examples of responsible citizenship in the school setting, i.e., cooperation, following class and school rules. J2E.4.A</p>	<p>Foundations of Government: 1.2.1 Give examples of people who have the authority to make and enforce rules, i.e., God, parents, teachers, and principals. J2E.4.C</p> <p>Functions of Government 1.2.2 Categorize rules and laws followed by the members of a family, school, and community. 1.2.3 Identify rules and laws and why they exist; describe the consequences of not having rules and laws. J2E.4.C; J2E.7.E</p> <p>Roles of Citizens: 1.2.4 Recite and explain the meaning of the Pledge of Allegiance. J2E.7.A 1.2.5 Understand that voting is a way of making choices and decisions. J2E.8.A; J2E.4.B 1.2.6 Understand that a community/state/parish/province/ employs various service workers. J2E.4.C; J2E.4.E 1.2.7 Identify leaders in the church/community state/ parish/ province and nation. J2E.2.B; J2E.2.E 1.2.8 Recognize that students' positive actions contribute to the common good of the community. J2E.3.C; J2E.8.E 1.2.9 Explain the national and patriotic symbols of the United States/ Bermuda/Canada. 1.2.10 Identify civic virtues that are needed to be a good citizen, i.e. fairness, honesty, compassion, and responsibility. J2E.3.C; J2E.4.A</p>	<p>Foundations of Government: 2.2.1 Discuss the rights and responsibilities of citizens in the school and the community. J2E.4.B; J2E.8.E</p> <p>Functions of Government: 2.2.2 Explain how governments establish order, provide security, and manage conflict. J2E.4C; J2E.7.C; J2E.8.E 2.2.3 Explain how community leaders are selected.</p> <p>Roles of Citizens: 2.2.4 Explain the roles people have in making and changing laws. J2E.4.B 2.2.5 Identify civic virtues that are needed to be a good citizen, i.e., fairness, honesty, compassion, and responsibility. J2E.4.A; J2E.5.E 2.2.6 Identify leaders in the church, and government community state, parish/province, and nation. J2E.10.A; J2E.2.E 2.2.7 Recognize how groups and organizations, including the church, encourage unity and work with diversity. J2E.2.F; J2E.3.B 2.2.8 Explain the meaning of national and patriotic symbols of the United States/Bermuda/Canada. 2.2.9 Exhibit tolerance and respect for beliefs of others. J2E.3.B</p>

Strand 2: Civics and Government

Grade 3	Grade 4
<p>Foundations of Government:</p> <p>3.2.1 Identify that people are citizens of their community, state/parish/province, nation and explain the importance of good citizenship. J2E.3.B; J2E.4.A; J2E.4.E</p> <p>3.2.2 Identify fundamental democratic principles and ideals in songs, stories, and symbols.</p> <p>3.2.3 Compare and contrast national services with those commonly provided by state/parish/province. J2E.10.B</p> <p>3.2.4 Show how the Ten Commandments relate to the laws of a country. J2E.1.G</p> <p>Functions of Government:</p> <p>3.2.5 Describe the basic structure of government. J2E.4.C; J2E.7.A</p> <p>3.2.6 Describe the organizational structure of our church. J2E.2.B; J2E.2.E</p> <p>3.2.7 Explain the consequences of violating laws. J2E.5.C; J2E.8.A</p> <p>3.2.8 Identify the selection process for local officials.</p> <p>3.2.9 Describe how laws are made, applied, and enforced. J2E.5.C; J2E.8.A.</p> <p>3.2.10 Understand that our neighboring countries have different forms of government J2E.4.C</p> <p>Roles of Citizens:</p> <p>3.2.11 Use a variety of resources to gather information about community leaders and civic issues. J2E.6.D</p> <p>3.2.12 Identify civic virtues that are needed to be a good citizen i.e., fairness, honesty, compassion, responsibility, and active participation. J2E.3.B; J2E.4.A; J2E.4.B</p> <p>3.2.13 Exhibit tolerance and respect for individuals with different beliefs and viewpoints. J2E.3.B; J2E.4.A; J2E.7.C</p> <p>3.2.14 Explain the meaning of national and patriotic symbols of the United States/Bermuda/Canada.</p>	<p>Foundations of Government:</p> <p>4.2.1 Explain how the first settlers governed their communities. J2E.4.C</p> <p>4.2.2 Give examples of how early government dealt with the needs and wants of people, establishing order, and managing conflict. J2E.4.C</p> <p>4.2.3 Describe the structure and organization of the Seventh-day Adventist church. J2E.2.B; J2E.7.A</p> <p>4.2.4 Show how the Ten Commandments relate to governmental laws. J2E.1.G</p> <p>Functions of Government:</p> <p>4.2.5 Identify and explain the major responsibilities of the president/ premier/prime minister and heads of state. J2E.4.C;</p> <p>4.2.6 Describe major rights and freedoms of citizens.</p> <p>Roles of Citizens:</p> <p>4.2.7 Give examples of how citizens can participate in their state/parish/province. J2E.4.B</p> <p>4.2.8 Explain the rights and responsibilities of voting. J2E.4.B</p> <p>4.2.9 Define and provide examples of civic virtues in a democracy, i.e., self-discipline/self-governance, respect for the rights and dignity of all individuals, respect for the law, courage, reasoned patriotism, commitment to the common good. J2E.3.B; J2E.4.A; J2E.4.E</p> <p>4.2.10 Identify and explain the importance of acts of civic responsibility. J2E.4.B</p> <p>4.2.11 Explain the meaning of national and patriotic symbols of the United States/Bermuda/Canada.</p>

Strand 2: Civics and Government

Grade 5	Grade 6
<p>Foundations of Government:</p> <p>5.2.1 Compare and contrast life with and without government. J2E.4.C</p> <p>5.2.2 Identify and explain ideas about limited government and individual rights. J2E.4.C</p> <p>5.2.3 Give examples of how British colonies developed forms of government and democratic practices within the British imperial political system, including town meetings, colonial legislature bodies, and charters on individual freedoms and rights. J2E.4.C</p> <p>5.2.4 Examine the Magna Carta as the foundation of the development of the United States Constitution.</p> <p>5.2.5 Summarize the principles and purposes of self-government in the Preamble to the Constitution of the United States.</p> <p>5.2.6 Identify and give examples of individual rights in the Bill of Rights</p> <p>5.2.7 Compare the constitution to the 10 commandments. J2E.4.C</p> <p>Functions of Government:</p> <p>5.2.8 Describe various kinds of elections and how they are conducted. J2E.4.C</p> <p>5.2.9 Describe the three branches of the United States government and their functions. J2E.4.C; J2E.7.A</p> <p>5.2.10 Know the basic uses of the constitution.</p> <p>Roles of Citizens:</p> <p>5.2.11 Demonstrate civic responsibility in-group and individual actions, including cooperation, respect, and responsible participation. J2E 3.B; J2E.4.A; J2E.4.E</p> <p>5.2.12 Examine ways by which citizens may effectively voice opinions, monitor government, and bring about change. J2E.3.C; J2E.4.A; J2E.4.B</p> <p>5.2.13 Identify and evaluate issues that involve civic responsibility, individual rights, and common good. ; J2E.7.A</p>	<p>Foundations of Government:</p> <p>6.2.1 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece.</p> <p>6.2.2 State the key differences between Athenian, or direct, democracy and representative democracy.</p> <p>6.2.3 Outline the founding, expansion, and political organization of the Persian Empire.</p> <p>6.2.4 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.</p> <p>6.2.5 Describe the contributions of the Han Dynasty to the expansion of the empire.</p> <p>6.2.6 Describe the government of the Roman Republic and its significance. J2E.4C</p> <p>Functions of Government:</p> <p>6.2.7 Understand how politics enables people with differing ideas to reach binding agreements. J2E.4.C</p> <p>6.2.8 Identify principles and practices of democracy in current governments of countries in Africa, Asia, and the Southwest Pacific.</p> <p>Roles of Citizens:</p> <p>6.2.9 Distinguish between private life and civic life. J2E.3.C; J2E.4.A; J2E.8.A</p> <p>6.2.10 Define and compare, through current events, citizenship and the citizen’s role in selected countries of Africa, Asia, and the Southwest Pacific.</p>

Strand 2: Civics and Government

Grade 7	Grade 8
<p>Foundations of Government:</p> <p>7.2.1 Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence. J2E.4.C</p> <p>7.2.2 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.</p> <p>Functions of Government:</p> <p>7.2.3 Compare and contrast different forms of government in Europe, Latin America, Canada, and the United States.</p> <p>7.2.4 Describe the European Union and its relationship to member and non-member nations.</p> <p>7.2.5 Compare the parliamentary democracies of Europe, Bermuda, Canada, and Latin America with the United States.</p> <p>7.2.6 Explain the purpose of the Organization of American States.</p> <p>Roles of Citizens:</p> <p>7.2.7 Compare and contrast citizenship and roles of citizens in selected nation-states of Europe, Bermuda, Canada, Latin America, and the United States. J2E.4.C</p>	<p>Foundations of Government:</p> <p>8.2.1 Identify and explain the relationship between rights and responsibilities of citizens. J2E.4.B</p> <p>8.2.2 Identify how a person becomes a citizen of the United States. J2E.7.A</p> <p>8.2.3 Explain and evaluate the policies, practices, and consequences of Reconstruction, including the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.</p> <p>Functions of Government:</p> <p>8.2.4 Define and compare different forms of government. J2E.4.C</p> <p>8.2.5 Describe the responsibilities of the United States government to its citizens.</p> <p>Roles of Citizens:</p> <p>8.2.6 Explain the importance of responsible participation by citizens in a democratic republic. J2E.4.C</p> <p>8.2.7 Describe various types of elections and explain ways that citizens can participate in political parties, campaigns, and elections. J2E.4.C</p> <p>8.2.8 Research and debate positions on issues in which fundamental values and principles related to the Constitution of the United States are in conflict. J2E.4.C</p>

Standard 3: Geography

Geography is the study of the relationship between the earth's physical features, climate, and people. Students will develop the ability to use spatial concepts and gain an understanding of the earth's physical and environmental changes over time due to natural and human causes.

Kindergarten	Grade 1	Grade 2
<p>Maps, Globes, and Graphics: K.3.1 Understand the globe as a way of representing the Earth. K.3.2 Recognize a map as a way of representing a part of the Earth. K.3.3 Identify map symbols for land and water.</p> <p>Places: K.3.4 Identify people and places in a community, i.e., police, firefighters, police station, fire station.</p> <p>Climate: K.3.5 Identify the four seasons and explain what weather changes occur in each. K.3.6 Explain how seasonal changes affect what people do and what clothes they wear.</p> <p>Natural Resources and Environment: K.3.7 Describe ways people can help keep their environment clean. J2E.1.A; J2E.2.F; J2E.4.E</p>	<p>Maps, Globes, and Graphics: 1.3.1 Describe the basic differences between a map and a globe. 1.3.2 Understand how to read a simple map. 1.3.3 Identify the cardinal directions on maps (see compass rose) and globes.</p> <p>Places: 1.3.4 Locate the United States, Bermuda, Canada, and Mexico on a globe. 1.3.5 Identify the relative location of school, home, etc. (Relative location might be described as across the road from ...) 1.3.6 Differentiate between physical features and human made features. 1.3.7 Learn home address: house number, city, state/parish/province, country, and continent.</p> <p>Climate: 1.3.8 Describe effects of seasonal changes on plants, animals, environment, and people (basic needs and migration). 1.3.9 Explain weather changes as a result of sin (flood, seasons, etc.). 1.3.10 Identify climates of various places using a globe and pictures. 1.3.11 Identify physical processes of weather (rainy, sunny, cloudy, etc.) and observe and record weather changes.</p> <p>Natural Resources and Environment: 1.3.12 List examples of natural resources (water, trees, soil, etc.) 1.3.13 Describe how natural resources are used to meet basic needs in the home, school, and community. 1.3.14 Explain the responsibility for conservation and care of natural resources. 1.3.15 Tell how resources are gifts from God. J2E.1.A; J2E.4.E</p>	<p>Maps, Globes and Graphics: 2.3.1 Explain cardinal and intermediate directions. 2.3.2 Define absolute and relative location of the school and homes in the community using a simple grid map. (Absolute location is the street address; relative location is next to, across from, etc.) 2.3.3 Identify map symbols. 2.3.4 Identify on a globe and world map: equator, oceans, islands, North Pole, South Pole, continents, etc. 2.3.5 Learn about and use a compass.</p> <p>Places: 2.3.6 Show the United States/ Bermuda/ Canada on a globe and world map, and locate the local community on a state/parish/province map. 2.3.7 Identify places on a local community map (towns, lakes, rivers, etc.). 2.3.8 Demonstrate an understanding of map symbols for natural physical features, (lakes, rivers, land forms,) and human made features (roads, highways, towns).</p> <p>Climate: 2.3.9 Show how seasonal changes occur due to Earth's rotation around the sun. J2E.1.A 2.3.10 Explain how climate and seasons affect the environment and its inhabitants.</p> <p>Natural Resources and Environment: 2.3.11 Explain uses of God's gift of natural resources for meeting human needs. J2E.4.D 2.3.12 Identify ways the environment is damaged by pollution and recognize the responsibility of conservation. J2E.4.E 2.3.13 Identify ways the physical environment influences human activity. J2E.3.B</p>

Strand 3: Geography

Grade 3	Grade 4
<p>Maps, Globes, and Graphics:</p> <p>3.3.1 Use a variety of maps to identify: map title, legend, cardinal directions, etc.</p> <p>3.3.2 Learn important geographical terms i.e., continents, oceans, equator, northern and southern hemispheres, eastern and western hemispheres, mountain ranges.</p> <p>3.3.3 Distinguish between physical and political features on maps.</p> <p>3.3.4 Use a map of North America to identify and label the following: United States, Bermuda, Canada, Mexico, oceans, islands, major rivers, the Great Lakes, major mountain ranges, and major cities.</p> <p>3.3.5 Use a compass and recognize the basic directions.</p> <p>Places:</p> <p>3.3.6 Define regions and identify the features of the region in which your community is located. J2E.4.A</p> <p>Climate:</p> <p>3.3.7 Explain the basic Earth/sun relationship and its effect on climate.</p> <p>3.3.8 Describe how the tilt of the Earth and the rotation of the Earth around the sun affects climate variation on different parts of the earth creating seasons in some areas and lack of seasons in others.</p> <p>3.3.9 Show how climate affects vegetation and animal life in a specific region and how organisms depend on others for survival.</p> <p>3.3.10 Identify major climate regions of the United States/Bermuda/Canada.</p> <p>Natural Resources and Environment:</p> <p>3.3.11 Identify and describe examples in which science and technology have led to changes in the physical environment.</p> <p>3.3.12 Identify sources of pollution and explain the results of pollution on land, water, animal/bird populations, and air. J2E.4.E</p> <p>3.3.13 Show how pollution is the result of sin. J2E.4.D</p> <p>3.3.14 Identify sources of pollution from your community affecting your immediate environment. J2E.4.B; J2E.4.E</p> <p>3.3.15 Suggest ways to monitor science and technology in order to protect the environment. J2E.4.E</p> <p>3.3.16 Describe the differences between renewable and non-renewable resources and our responsibility to care for both. J2E.4.E</p>	<p>Maps, Globes, and Graphics:</p> <p>4.3.1 Demonstrate how to use a map scale to measure distances and map symbols to locate natural and artificial features.</p> <p>4.3.2 Explain the use of contour lines to show elevation changes.</p> <p>4.3.3 Show how to use lines of longitude and latitude, a map scale, and the compass rose to locate places on world and North American maps.</p> <p>4.3.4 Define and be able to identify the following natural regions and features on a map: mountains, oceans, continents, peninsulas, bays, etc.</p> <p>4.3.5 Learn to use graphs and charts to pictorially represent comparative geographic information, i.e., populations, state sizes, ethnic groups.</p> <p>4.3.6 Study thematic maps (population, natural resources, etc.) to gather information about states/parishes/provinces.</p> <p>4.3.7 Recognize from maps where major population centers are and give reasons for the development of those centers.</p> <p>4.3.8 Use a compass and recognize basic and intermediate directions.</p> <p>4.3.9 Locate and memorize the states/parishes/provinces and their capitals.</p> <p>Places:</p> <p>4.3.10 Show how latitude is related to climate.</p> <p>4.3.11 Learn how land forms affect regions.</p> <p>4.3.12 Explain how natural disasters and normal processes change/affect regions, i.e., volcanic eruptions, earthquakes, water movement, erosion, ocean currents.</p> <p>4.3.13 Explain how natural features contribute to regional and local settlements.</p> <p>4.3.14 Locate time zones and describe their purpose.</p> <p>Climate:</p> <p>4.3.15 Explain how latitude, landforms, and ocean currents affect climate.</p> <p>4.3.16 Tell how climate influences work and lifestyles.</p> <p>4.3.17 Explain the difference between climate and weather.</p> <p>4.3.18 Describe Earth's atmosphere, lithosphere, hydrosphere, and biosphere, and how they affect life.</p> <p>4.3.19 Explain the essential facts of the Earth/sun relationship and how it relates to the climate of their locale.</p> <p>4.3.20 Tell how climate and natural features affect growing seasons and development of resources.</p> <p>Natural Resources and Environment:</p> <p>4.3.21 Explain why different natural resources, plants, and animals are found in various regions of the earth and how they are used.</p> <p>4.3.22 Explain how natural resources contribute to regional and local settlements.</p> <p>4.3.23 Explain ecological concerns such as the greenhouse effect, acid rain, earth's ozone layer. J2E.4.B; J2E.4.E</p> <p>4.3.24 Tell how geographic features and the environment affect migration patterns.</p> <p>4.3.25 Explain how technology might contribute to the exploitation of natural resources, i.e., fertilizers, mining, pesticides, farming methods. J2E.4.B; J2E.4.E</p> <p>4.3.26 Explain how technology might contribute to the conservation of natural resources, i.e., alternate materials developed for construction, better farming practices, better mapping of natural resources. J2E.4.B; J2E.4.D</p>

Strand 3: Geography

Grade 5	Grade 6
<p>Maps, Globe and Graphics:</p> <p>5.3.1 Demonstrate an understanding of latitude and longitude as measures of degrees of a circle, and how places are precisely located where these lines intersect.</p> <p>5.3.2 Pinpoint the location of a place using degrees north or south of the equator and east or west of the prime meridian.</p> <p>5.3.3 Demonstrate how different types of maps are used to portray specific information.</p> <p>5.3.4 Learn the continents and their locations.</p> <p>5.3.5 Locate the European, Asian, and African countries that contributed to the early settlement of the United States/Bermuda/Canada.</p> <p>5.3.6 Identify time zones on a map or globe.</p> <p>5.3.7 Memorize the states/parishes/provinces and their capitals.</p> <p>5.3.8 Recognize the four hemispheres of the Earth.</p> <p>5.3.9 Describe parts of a map.</p> <p>5.3.10 Trace the boundaries between the North and the South during the Civil War and describe the differences between the two regions (agriculture vs. industry, climate, population, etc.).</p> <p>Places:</p> <p>5.3.11 Name and locate major regions, rivers, mountain ranges, drainages, and the continental divides of North America.</p> <p>5.3.12 Explain reasons for the location of early settlements in the United States/Bermuda/Canada.</p> <p>5.3.13 Identify major manufacturing and agricultural regions in the colonial period.</p> <p>5.3.14 Understand the characteristics of a population on a variety of scales, i.e., ethnicity, age, life expectancy. J2E.3.B; J2E.4.A</p> <p>5.3.15 Explain reasons for the spatial distribution of population in terms of climate, transportation and types of natural resources.</p> <p>5.3.16 Understand and explain voluntary and involuntary reasons for human migration.</p> <p>5.3.17 Explain how geography affects the way people satisfy their basic needs and wants. J2E.3.B; J2E.4.A</p> <p>Climate:</p> <p>5.3.18 Map and describe the climatic regions of the United States/Bermuda/Canada.</p> <p>5.3.19 Describe how mountain ranges affect the differences between the humid and arid regions.</p> <p>5.3.20 Know how the Earth's position, relative to the sun, affects conditions on earth</p> <p>5.3.21 Understand how the length of day influences human activity in different regions of the world.</p> <p>Natural Resources and Environment:</p> <p>5.3.22 Analyze how the location and environment of Spanish, French, and British colonies influenced their development. J2E.4.A</p> <p>5.3.23 Describe the major ways land was used by Native Americans and colonists in each region and explain how land use has changed and continues to change.</p> <p>5.3.24 Describe the abuse of natural resources in the past and how their use has changed to preserve those resources over time.</p> <p>5.3.25 Give examples of how physical natural features influenced historical events and movements.</p>	<p>Maps, Globes, and Graphics:</p> <p>6.3.1 Explain the components and use of maps.</p> <p>6.3.2 Describe why there are distortions in map making.</p> <p>6.3.3 Use latitude, longitude, the compass rose, and the grid system to locate places on maps.</p> <p>6.3.4 Locate and label all the world's continents.</p> <p>6.3.5 Memorize and label the countries of Africa, Asia, and Oceania.</p> <p>6.3.6 Compare the information shown on maps of ancient regions to their modern counterparts.</p> <p>Places:</p> <p>6.3.7 Name and locate major regions, mountain ranges, and river systems in Africa, Asia, and Oceania.</p> <p>6.3.8 Identify physical and cultural sub-regions in Africa, Asia, and Oceania.</p> <p>6.3.9 Explain the reasons for the locations of major cities related to natural landforms, waterways, and climate in Africa, Asia, and Oceania.</p> <p>Climate:</p> <p>6.3.10 Identify the climate regions of Africa, Asia, and Oceania and explain how water and landforms affect the climate.</p> <p>6.3.11 Describe the restrictions climate and landforms place on land use in regions of Africa, Asia, and Oceania.</p> <p>6.3.12 Describe the human factors that have had an impact on the climate and vegetation of regions in Africa, Asia, and Oceania.</p> <p>Natural Resources and Environment:</p> <p>6.3.13 Explain why specific areas have major petroleum and mineral deposits and describe the processes that formed deposits in these areas. (flood) J2E.4.D; J2E.6.F;</p> <p>6.3.14 Identify current issues related to science, technology, the environment and the use of natural resources. J2E.4.E</p> <p>6.3.15 Explain the interdependency between environment and culture in the eastern hemisphere.</p> <p>6.3.16 Explain how care of natural resources and the environment is a responsibility to both God and country. J2E.4.E</p>

Strand 3: Geography

Grade 7	Grade 8
<p>Maps, Globes, and Graphics:</p> <p>7.3.1 Memorize the seven continents.</p> <p>7.3.2 Label and memorize the countries in Europe, North America and South America.</p> <p>7.3.3 Compare ancient and modern maps and describe the information they portray.</p> <p>7.3.4 Use longitude, latitude, map scales, the compass rose, and the grid system to find specific locations on a map.</p> <p>Places:</p> <p>7.3.5 Name and locate major regions, mountain ranges, and river systems in Europe, North America and South America.</p> <p>7.3.6 Identify physical and cultural sub-regions in Europe, North America and South America.</p> <p>7.3.7 Explain the reasons for the locations of major cities related to natural landforms, waterways and climate in Europe, North America and South America.</p> <p>Climate:</p> <p>7.3.8 Describe how the rotations of the earth and weather patterns influence the climate of the countries in Europe, North America and South America.</p> <p>7.3.9 Explain the reasons climate affects the way people in Europe, North America and South America live.</p> <p>7.3.10 Tell how natural physical landforms affect the climate of regions in Europe, North America and South America.</p> <p>7.3.11 Explain the human effect on climate and vegetation in Europe, North America and South America.</p> <p>Natural Resources and Environment:</p> <p>7.3.12 Compare the impact of artificial features on the environment. J2E.4.E</p> <p>7.3.13 Explain the universal impact of the destruction of rain forests. J2E.4.D; J2E.4.E</p> <p>7.3.14 Describe the impact of science and technology on (a) the exploitation and/or conservation of natural resources, and (b) the environment. J2E.4.E</p> <p>7.3.15 Explain the interdependence between environment and culture in Europe, North America and South America.</p> <p>7.3.16 Describe the Christian’s responsibility for the environment. J2E.4.D; J2E.4.E</p>	<p>Maps, Globes, and Graphics:</p> <p>8.3.1 Learn to read topographic maps and interpret their symbols.</p> <p>8.3.2 Compare maps to determine changes in national boundaries and distribution of population.</p> <p>8.3.3 Use latitude, longitude, the compass rose, map scale, legends, and the grid system to locate places on a map.</p> <p>8.3.4 Describe how physical features influence industrialization, urbanization, and population density in a nation</p> <p>Places:</p> <p>8.3.5 Explain how geography impacts international relationships.</p> <p>Climate:</p> <p>8.3.6 Identify how climate affected different events in history.</p> <p>Natural Resources and Environment:</p> <p>8.3.7 Study the climatic changes brought about by the greenhouse effect, acid rain, air and water pollution, and depletion of the ozone layer.</p> <p>8.3.8 Identify the ways that land use has changed over the course of history.</p> <p>8.3.9 Identify on maps the distribution of natural resources such as forests, water sources, and wildlife in the United States/Bermuda/Canada at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and/or as people moved westward.</p>

Strand 4: Economics

Economics is the study of how people organize for the production, distribution and consumption of goods and services. Students will differentiate between needs and wants, explore economic decisions and the consequences of those decisions on groups, communities, their nation and the global community.

Kindergarten	Grade 1	Grade 2
<p>Work and Workers:</p> <p>K.4.1 Give examples of work activities that people do at home.</p> <p>K.4.2 Match simple descriptions of work that people do and the names of related jobs.</p> <p>K.4.3 Know that human resources, i.e., labor or human capital, are the efforts of people who work to produce goods and to provide services.</p> <p>K.4.4 Demonstrate one’s best effort in every task. J2E.10.F</p> <p>Commerce:</p> <p>K.4.5 Understand the differences between needs and wants.</p> <p>K.4.6 Sort store objects into categories and explain that people work to earn money to buy the things they need and want.</p> <p>K.4.7 Know that a price is the amount of money that people pay when they buy a goods or services.</p> <p>K.4.8 Recognize pennies, nickels, dimes, and quarters, and distinguish the greater or lesser value of coins.</p> <p>K.4.9 Understand the responsibility of making good choices with money. J2E.2.F</p> <p>Stewardship:</p> <p>K.4.10 Describe and illustrate the value of tithing and returning offerings.</p>	<p>Work and Workers:</p> <p>1.4.1 Identify the specialized work that people do to manufacture, transport, and market goods and services.</p> <p>1.4.2 Recognize the contributions of those who work in the home.</p> <p>1.4.3 Recognize the role of useful work in personal development and maintaining self-worth. J2E.10.B</p> <p>1.4.4 Demonstrate one’s best effort in every task. J2E.10.F</p> <p>1.4.5 Acquire knowledge, attitudes, and skills essential to meeting family responsibilities. J2E.3.C</p> <p>Commerce:</p> <p>1.4.6 Describe how people in the school and community are both producers and consumers.</p> <p>1.4.7 Understand that workers earn money to provide needs and wants.</p> <p>1.4.8 Explain why wanting more than they can have requires that people make choices.</p> <p>1.4.9 Know that choices about what goods and services to buy and consume determine how resources will be used.</p> <p>Stewardship:</p> <p>1.4.10 Describe and illustrate the value of tithing and returning offerings.</p> <p>1.4.11 Discover the importance of managing one’s personal finances. J2E.8.B</p>	<p>Work and Workers:</p> <p>2.4.1 Define the three types of productive resources: human resources, natural resources, and capital resources.</p> <p>2.4.2 Identify specialized jobs in the school and community.</p> <p>2.4.3 Acquire knowledge, attitudes, and skills essential to meeting family responsibilities. J2E.3.C</p> <p>2.4.4 Demonstrate one’s best effort in every task. J2E.10.F</p> <p>2.4.5 Recognize the role of useful work in personal development and maintaining self-worth. J2E.10.B</p> <p>Commerce:</p> <p>2.4.6 Research goods and services produced in the local community and describe how people may be both producers and consumers.</p> <p>2.4.7 Explain why people trade for goods and services and explain how money makes trade easier.</p> <p>2.4.8 Explain that a price is what people pay when they buy and what people receive when they sell.</p> <p>2.4.9 Explore price vs. cost from the viewpoint of a consumer.</p> <p>2.4.10 Use biblical principles to make decisions about spending. J2E.2.F</p> <p>2.4.11 Describe food production and consumption past and present.</p> <p>2.4.12 Understand scarcity and how limited resources affect production and consumption.</p> <p>Stewardship:</p> <p>2.4.13 Describe and illustrate the value of tithing and returning offerings.</p> <p>2.4.14 Understand the importance of managing one’s personal finances. J2E.8.B</p>

Strand 4: Economics

Grade 3	Grade 4
<p>Work and Workers:</p> <p>3.4.1 Discuss the relationship of students' "good work" in school to their future earning potential.</p> <p>3.4.2 Recognize the role of useful work in personal development and maintaining self-worth. J2E.10.B</p> <p>3.4.3 Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities. J2E.5.E</p> <p>Commerce:</p> <p>3.4.4 Explain that buyers and sellers interact to determine the prices of goods and services.</p> <p>3.4.5 Understand that individual economic choices involve trade-offs.</p> <p>3.4.6 Understand that because federal, state, and local governments have problems of scarcity they cannot fund all the projects their citizens want.</p> <p>3.4.7 Describe the ways in which local producers use natural, human, and capital resources to produce goods and services.</p> <p>3.4.8 Understand that goods are made locally, in other parts of the country, and the world.</p> <p>3.4.9 Understand that Bermuda, Canada, Mexico, and the United States trade goods and services.</p> <p>3.4.10 Gather data about a proposed economic change in the community.</p> <p>Stewardship:</p> <p>3.4.11 Describe and illustrate the value of tithing and giving offerings.</p> <p>3.4.12 Define the importance of saving money. J2E.8.B</p>	<p>Work and Workers:</p> <p>4.4.1 Recognize the role of useful work in personal development and maintaining self-worth. J2E.10.B</p> <p>4.4.2 Identify one's interests, abilities, and values, understanding their relationship to career options. J2E.10.E</p> <p>4.4.3 Discuss skills that will enhance employability. J2E.10.C</p> <p>4.4.4 Achieve a balance in work and leisure; balancing physical, mental, social, and spiritual activities. J2E.5.E</p> <p>Commerce:</p> <p>4.4.5 List the functions of money and compare and contrast things that have been used as money in the state/parish/province.</p> <p>4.4.6 Give examples of the kinds of goods and services produced in the state/parish/province in different historical periods.</p> <p>4.4.7 Give examples of how tax revenues by your local state/parish/province are used to provide goods and services.</p> <p>4.4.8 Tell how natural resources from your region are used and how they contribute to the economy of your region.</p> <p>4.4.9 Explain how buyers and sellers benefit from voluntary trade.</p> <p>4.4.10 Explain that prices change as a result of supply and demand.</p> <p>4.4.11 Identify entrepreneurs who have influenced the state/parish/province and the local community.</p> <p>4.4.12 Define profit and describe how it is an incentive for entrepreneurs.</p> <p>Stewardship:</p> <p>4.4.13 Discuss the value of tithing and giving offerings.</p> <p>4.4.14 Identify different ways people save their income and explain advantages and disadvantages of each.</p> <p>4.4.15 Explain how saving money allows people to return gifts to God and plan for future purchases. J2E.8.B</p>

Strand 4: Economics

Grade 5	Grade 6
<p>Historic Issues:</p> <p>5.4.1 Understand how the British colonial period created the basis for a free-market economic system. J2E.4.C</p> <p>5.4.2 Understand how economics issues and interests brought about the Revolution.</p> <p>5.4.3 Understand the economic impact of the American Revolution and the Civil War on families.</p> <p>5.4.4 Discuss the issues of war: financing, inflation, hoarding goods and materials, and profiteering.</p> <p>5.4.5 Describe the purpose, challenges, and economic incentives associated with the westward expansion, including the concept of Manifest Destiny.</p> <p>Commerce:</p> <p>5.4.6 Describe how regions were linked economically and how trade affects the way people have their needs and wants met.</p>	<p>Historic Issues:</p> <p>6.4.1 Trace the development of agricultural techniques that led to economic surplus and the emergence of cities.</p> <p>6.4.2 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.</p> <p>6.4.3 Discuss the connections between geography, trade, and commerce in the development of Greek city-states. J2E.8.C</p> <p>6.4.4 Explain the geographic features of China that made the spread of goods difficult and served to isolate the country from the rest of the world.</p> <p>6.4.5 Identify the reasons for the growth of Roman territories and expansion of the empire. J2E.8.C</p> <p>6.4.6 Explore the economic impact of the discovery of tea, the manufacture of paper, wood-block printing, the compass, and gunpowder in China.</p> <p>6.4.7 Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.</p> <p>6.4.8 Study the economies of countries in Asia, and the Southwest Pacific.</p> <p>Commerce:</p> <p>6.4.9 Identify the natural resources for each region in Africa, Asia, and Oceania and explain how each contributes to the way people live and have their basic needs and wants met.</p> <p>6.4.10 Describe how the environment in different countries contributes to the way people make a living.</p>

Strand 4: Economics

Grade 7	Grade 8
<p>Historic Issues:</p> <p>7.4.1 Understand the development of feudalism and its role in the medieval European economy. J2E.4.C</p> <p>7.4.2 Study the economies of the Maya, Aztec, and Inca.</p> <p>7.4.3 Identify Marco Polo and understand the economic effects of the reopening of the ancient “Silk Road” between China and Europe.</p> <p>7.4.4 List the causes for the internal turmoil and weakening of the Catholic Church, i.e., tax policies, selling of indulgences. J2E.9.F</p> <p>7.4.5 Examine the origins of modern capitalism, the influence of mercantilism, and the elements of a market economy in seventeenth-century Europe.</p> <p>7.4.6 Examine the domestic and international impact of the Great Depression.</p> <p>Commerce:</p> <p>7.4.7 Evaluate the domestic and international impact of various economic agreements such as NAFTA and the European Union.</p> <p>7.4.8 Examine the economic interdependence between countries in Latin America, the United States, and Canada.</p> <p>7.4.9 Identify the natural resources for each region in Europe, North America and South America and explain how each contributes to the way people live and have their basic needs and wants met.</p> <p>7.4.10 Describe how the environment in different countries contributes to the way people make a living.</p>	<p>Historic Issues</p> <p>8.4.1 Explain how state and federal government programs encouraged business expansion. J2E.4.C</p> <p>8.4.2 Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry.</p> <p>8.4.3 Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement.</p> <p>8.4.4 Evaluate how the characteristics of a market economy have affected the economic development of the United States.</p> <p>8.4.5 Explain and evaluate examples of domestic and international interdependence throughout United States history.</p> <p>8.4.6 Examine the importance of borrowing and lending (the use of credit) in the United States and list the advantages and disadvantages of using credit.</p> <p>8.4.7 Compare and contrast job skills needed in different time periods in United States history</p> <p>8.4.8 Explore the economic implications caused by the Sherman Antitrust Act.</p> <p>Commerce</p> <p>8.4.9 Use charts, graphs, tables, and diagrams to compare growth in national product, imports, exports, population growth, etc.</p>

Standard 5: Individuals, Society, and Culture

Individuals, society, and culture is the study of similarities, differences, and changes within people and groups and the affect on human behavior and society. Through this study students will develop an appreciation and acceptance of other's beliefs, values, and traditions while gaining an understanding of their own identity.

Kindergarten	Grade 1	Grade 2
<p>Individual Development:</p> <p>K.5.1. Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>K.5.2. Recognize each individual's uniqueness and value to God. J2E.3.D</p> <p>K.5.3. Demonstrate cooperation, respect, and honesty. J2E.8.E</p> <p>K.5.4. Demonstrate effective time management J2E.8.G</p> <p>K.5.5. Work independently and cooperatively to accomplish goals. J2E.8.G</p> <p>Individuals and Society:</p> <p>K.5.6. Identify ways people are alike and different. J2E 3.B</p> <p>K.5.7. Understand individuals' roles and responsibilities in the family and classroom. J2E. 3.A, J2E.3.C</p> <p>K.5.8. Develop a respect for others, i.e., senior citizens, individuals with disabilities. J2E. 4.A</p> <p>Culture:</p> <p>K.5.9. Identify national and religious holidays.</p> <p>Religion:</p> <p>K.5.10 Understand that people attend different churches. J2E.4.A</p> <p>K.5.11 Understand the unique message and mission of the Seventh-day Adventist church. J2E.2.D</p> <p>Outreach/Service:</p> <p>K.5.12 Participate in age appropriate outreach/service projects. J2E.10.D</p>	<p>Individual Development:</p> <p>1.5.1. Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>1.5.2. Recognize each individual's uniqueness and value to God. J2E.3.D</p> <p>1.5.3. Demonstrate cooperation, respect, and honesty. J2E.8.E</p> <p>1.5.4. Demonstrate effective time management. J2E.8.G</p> <p>1.5.5. Work independently and cooperatively to accomplish goals. J2E.8.G</p> <p>Individuals and Society:</p> <p>1.5.6. Identify how people show concern and respect for one another, behave responsibly in a group, and deal with conflict peacefully. J2E.8.E; J2E.8.F</p> <p>1.5.7. Respect similarities and differences in individuals and families. J2E.3.A</p> <p>Culture:</p> <p>1.5.8. Understand the celebration of holidays.</p> <p>1.5.9. Identify family traditions.</p> <p>Religion:</p> <p>1.5.10 Understand that different religious beliefs exist. J2E.4.A</p> <p>1.5.11 Understand the unique message and mission of the Seventh-day Adventist church. J2E.2.D</p> <p>Outreach/Service:</p> <p>1.5.12. Participate in age appropriate outreach/service projects. J2E.10.D</p>	<p>Individual Development:</p> <p>2.5.1. Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>2.5.2. Recognize that we are all God's children and He loves everyone equally. J2E.3.D</p> <p>2.5.3. Demonstrate cooperation, respect, and honesty. J2E.8.E</p> <p>2.5.4. Demonstrate effective time management. J2E.8.G</p> <p>2.5.5. Work independently and cooperatively to accomplish goals. J2E.8.G</p> <p>Individuals and Society:</p> <p>2.5.6 Understand responsibilities that individuals have in the family, neighborhood, and church. J2E.3.C</p> <p>2.5.7 Demonstrate respect for people of different ages, backgrounds, and ethnicity. J2E.4.A; J2E.3.B</p> <p>Culture:</p> <p>2.5.8 Understand customs and holidays of different cultures. J2E.4.A</p> <p>Religion:</p> <p>2.5.9 Understand the unique message and mission of the Seventh-day Adventist church. J2E.2.D</p> <p>2.5.10 Develop respect for people with different religious beliefs. J2E.3.B; J2E.4.A</p> <p>Outreach/Service:</p> <p>2.5.11 Tell how the Seventh-day Adventist church helps in neighborhoods.</p> <p>2.5.12 Participate in age appropriate outreach/service projects. J2E.10.D</p>

Strand 5: Individuals, Society, and Culture

Grade 3	Grade 4
<p>Individual Development:</p> <p>3.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>3.5.2 Understand the importance of cooperation and sharing information when working in a group. J2E.8.E</p> <p>3.5.3 Develop principles of pursuing excellence, respecting rights and property of others, and practicing fairness. J2E.8.E</p> <p>3.5.4 Work independently and cooperatively to accomplish goals.</p>	<p>Individual Development:</p> <p>4.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>4.5.2 Recognize that personal actions and choices affect others. J2E.8.A</p> <p>4.5.3 Identify ways that social groups influence individual behavior and responsibilities.</p> <p>4.5.4 Understand the importance of honesty with self and others.</p> <p>4.5.5 Recognize that individuals have different interests, motivations, skills, and talents. J2E.3.B</p> <p>4.5.6 Work independently and cooperatively to accomplish goals.</p>
<p>Individuals and Society:</p> <p>3.5.5 Identify how the local community is made up of individuals and groups.</p> <p>3.5.6 Understand how God works through people to help make the community a better place.</p>	<p>Individuals and Society:</p> <p>4.5.7 Recognize individual responsibilities in caring for one another. J2E.8.E</p> <p>4.5.8 Identify the different social groups to which people belong and the functions these groups perform.</p> <p>4.5.9 Respect the right of others to make choices. J2E.7.C; J2E.8.E; J2E.3.B</p> <p>4.5.10 Understand how different people in the same region maintain different ways of life. J2E.3.B; J2E.4.A</p>
<p>Culture:</p> <p>3.5.7 Identify local and national holidays and understand the reasons they are celebrated.</p> <p>3.5.8 Identify how your community is connected with other communities through cultural exchanges and technology. J2E.3.B; J2E.4.A</p> <p>3.5.9 Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, the arts, and the contributions of individual artists.</p> <p>3.5.10 Use community resources (museums, libraries, historic buildings, and other landmarks) to gather cultural information about your community.</p>	<p>Culture:</p> <p>4.5.11 Identify reasons for observing customs, holidays, and traditions.</p> <p>4.5.12 Identify challenges of the different cultural groups throughout the history of the state/parish/province.</p> <p>4.5.13 Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge.</p> <p>4.5.14 Explore the cultures of the Native Peoples in each region prior to European exploration.</p>
<p>Religion:</p> <p>3.5.11 Begin to identify the influences of religious beliefs in the development of history. J2E.6.F; J2E.4.D</p> <p>3.5.12 Understand the unique message and mission of the Seventh-day Adventist church. J2E.2.D</p>	<p>Religion:</p> <p>4.5.15 Begin to identify the major religions of the world.</p> <p>4.5.16 Understand the influence of religious heritage on culture.</p> <p>4.5.17 Understand the unique message and mission of the Seventh-day Adventist church. J2E.2.D</p>
<p>Outreach/Service:</p> <p>3.5.13 Understand how the Seventh-day Adventist church helps communities. J2E.10.D</p> <p>3.5.14 Participate in community service or mission projects. J2E.2.B; J2E.10.D</p>	<p>Outreach/Service:</p> <p>4.5.18 Develop an understanding of current world missions of the Seventh-day Adventist church. J2E.2.D</p> <p>4.5.19 Participate in community service or mission projects. J2E.10.D; J2E.2.B</p>

Strand 5: Individuals, Society, and Culture

Grade 5	Grade 6
<p>Individual Development:</p> <p>5.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>5.5.2 Recognize the need to develop positive human relationships.</p> <p>5.5.3 Understand the common needs of individuals.</p> <p>5.5.4 Identify the qualities that make individuals unique and their place in God’s overall plan. J2E.3.B</p> <p>5.5.5 Examine the effects of poor choices.</p> <p>5.5.6 Work independently and cooperatively to accomplish goals.</p> <p>Individuals and Society:</p> <p>5.5.7 Identify customs and traditions of the various cultural groups that have contributed to the American way of life. J2E.3.B</p> <p>5.5.8 Understand the similar feelings, physical characteristics, and capabilities shared by people all over the world. J2E.4.A</p> <p>5.5.9 Discuss the impact of prejudice on society. J2E.3.B</p> <p>5.5.10 Evaluate the consequences of poor choices as related to the events of early American history.</p> <p>5.5.11 Discuss the ethical and moral issues of decisions made during specific times in history.</p> <p>5.5.12 Understand the values of colonists and pioneers and how those values still shape life in United States/Bermuda/Canada. J2E.3.B</p> <p>Culture:</p> <p>5.5.13 Explore cultural differences, which led to conflicts in America from early colonization through the Civil War. J2E.3.B</p> <p>5.5.14 Identify cultures that impacted growth and development of the American West. J2E.3.B</p> <p>5.5.15 Recognize the impact of immigration on cultural diversity in the United States/Bermuda/Canada. J2E.3.B</p> <p>5.5.16 Compare examples of arts, crafts, music, and literature from early United States/Bermuda/Canada/ history and show how they contribute to cultural diversity.</p> <p>5.5.17 Identify the development of national holidays.</p> <p>5.5.18 Understand how different people in the same region maintain different ways of life. J2E.3.B; J2E.4.A</p> <p>Religion:</p> <p>5.5.19 Understand the importance of religious freedom in the United States/Bermuda/Canada.</p> <p>5.5.20 Recognize the influence that religion has had throughout the history of the United States/Bermuda/Canada.</p> <p>Outreach/Service:</p> <p>5.5.21 Examine the Seventh-day Adventist church’s efforts to alleviate social problems i.e., homelessness, hunger, disease, pollution. J2E.4.A</p> <p>5.5.22 Participate in community or mission outreach/service projects. J2E.10.D</p>	<p>Individual Development:</p> <p>6.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>6.5.2 Recognize the influence of peer relationships in an individual’s choices and interests. J2E.8.A</p> <p>6.5.3 Understand how one’s values and attitudes influence our choices. J2E.10.A</p> <p>6.5.4 Work independently and cooperatively to accomplish goals.</p> <p>Individuals and Society:</p> <p>6.5.5 Identify how various groups grow to form and affect a society.</p> <p>6.5.6 Define anthropology and archaeology and show how they contribute to an understanding of eastern civilizations.</p> <p>6.5.7 Understand the caste system as traditionally practiced in India.</p> <p>6.5.8 Discuss the ethical and moral issues of decisions made during specific times in history.</p> <p>6.5.9 Examine examples of conflict, cooperation, and interdependence among groups, societies, and nations.</p> <p>Culture:</p> <p>6.5.10 Identify eastern customs and holidays.</p> <p>6.5.11 Examine and describe the influence of eastern culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.</p> <p>6.5.12 Develop appreciation of eastern cultures including early Greece and Rome through art, music, literature, celebrations, etc. J2E.3.B; J2E.4.A</p> <p>Religion:</p> <p>6.5.13 Compare the basic beliefs of the Seventh-day Adventist Church to eastern religions and philosophies.</p> <p>6.5.14 Compare the Creator God to the gods of Eastern religions. J2E.1.A</p> <p>Outreach/Service:</p> <p>6.5.15 Examine Seventh-day Adventist global outreach in Africa, Asia, and Oceania.</p> <p>6.5.16 Participate in community or mission outreach/service projects. J2E.10.D</p>

Strand 5: Individual, Society, and Culture

Grade 7	Grade 8
<p>Individual Development:</p> <p>7.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>7.5.2 Understand that an individual's behavior is affected by heredity and environment.</p> <p>7.5.3 Understand that the level of skill a person can reach in a particular activity depends on ability, practice, and training.</p> <p>7.5.4 Work independently and cooperatively to accomplish goals.</p> <p>Individuals and Society:</p> <p>7.5.5 Study how responsible citizens impact society.</p> <p>7.5.6 Study the roles of people in each society including class structures, family life, and religious belief and practices as they apply to the western hemisphere.</p> <p>7.5.7 Define anthropology and archaeology and show how they contribute to the understanding of societies past and present.</p> <p>7.5.8 Analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations.</p> <p>Culture:</p> <p>7.5.9 Develop appreciation for western cultures through art, music, literature, celebrations, etc. J2E.4.A</p> <p>7.5.10 Examine and describe the influence of western culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare.</p> <p>7.5.11 Understand how cultural diversity benefits society. J2E.3.B.</p> <p>Religion:</p> <p>7.5.12 Understand that most cultures are shaped by religious beliefs. J2E.3B; J2E.4.A</p> <p>Outreach/Service:</p> <p>7.5.13 Examine Seventh-day Adventist global outreach in Europe, North America and South America.</p> <p>7.5.14 Participate in community or mission outreach/service projects. J2E.10.D</p>	<p>Individual Development:</p> <p>8.5.1 Understand the importance of developing a personal relationship with Christ. J2E.1.C</p> <p>8.5.2 Understand that God's plan for the individual is to engage in service to others. J2E.10.D</p> <p>8.5.3 Work independently and cooperatively to accomplish goals.</p> <p>Individuals and Society:</p> <p>8.5.4 Understand how the daily life of Americans has changed as a result of the Industrial Revolution.</p> <p>8.5.5 Describe how the Great Depression affected American society.</p> <p>8.5.6 Show the changes in American society as a result of the civil rights movement. J2E.4.C</p> <p>8.5.7 Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church. J2E.3.B</p> <p>8.5.8 Discuss the changing roles of women during WWI and WII.</p> <p>8.5.9 Study the internment of the Japanese during WWII.</p> <p>Culture:</p> <p>8.5.10 Explore the cultural diversity of the United States.</p> <p>8.5.11 Compare the adaptations of different immigrant groups in the United States/Bermuda/Canada. J2E.3.B</p> <p>8.5.12 Identify reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict. J2E.2.F</p> <p>Religion:</p> <p>8.5.13 Show how religious leaders and the spiritual awakening affect reforms from the 19th century to the present.</p> <p>Outreach/Service:</p> <p>8.5.14 Identify ways that Seventh-day Adventist organizations work to improve life in communities in the United States/Bermuda/Canada.</p> <p>8.5.15 Participate in community or mission outreach/service projects. J2E.10.D</p>

Appendix A

Journey to Excellence *A Focus on Adventist Education in the 21st Century*

Goals and Essential Core Elements for Curriculum in Seventh-day Adventist Schools Connection to the Integrated Language Arts Curriculum

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

1. ACCEPTANCE OF GOD

Surrender one's whole life to God; develop a relationship with Jesus Christ; and allow the Holy Spirit to work in one's life.

2. COMMITMENT TO THE CHURCH

Desire to know, live and share the message and mission of the Seventh-day Adventist Church.

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. Accept God as the Creator and the Redeemer.
- B. Have a growing knowledge of God's Word and enjoyment in its study.
- C. Embrace God's gift of grace by accepting Christ as one's personal Savior.
- D. Discover the importance and power of prayer and faith in one's relationship with Jesus.
- E. Value God's revelation of Himself through inspired writings and creation.
- F. Respond to God's love by using one's spiritual gifts to serve others.
- G. Recognize that God gave the Ten Commandments to show us how to love Him and each other.
- H. Value and participate in worship alone and with others.

- A. Be an active participant in one's local church.
- B. Understand how the organization of the Seventh-day Adventist Church facilitates its mission.
- C. Become involved in spreading the gospel throughout the world.
- D. Accept the fundamental beliefs of the Seventh-day Adventist Church.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

3. INTERPERSONAL RELATIONSHIPS

Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership and the ability to respond with sensitivity to the needs of others.

4. RESPONSIBLE CITIZENSHIP

Develop an understanding of cultural and historical heritages, affirm a belief in the dignity and worth of others and accept responsibility for local, national and global environments.

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. Recognize that God's ideal for the basic unit of society is the family.
 - B. Develop an appreciation for the diversity of individuals.
 - C. Acquire knowledge, attitudes and skills essential to meeting family responsibilities, whether living alone or with others.
 - D. Recognize that God's unconditional love gives one self-worth.
 - E. Value sexuality in the context of God's ideal.
-
- A. Exhibit concern and sensitivity for other peoples and cultures.
 - B. Participate actively in local, national and global communities.
 - C. Understand the functions of governments and their impact on individuals and society.
 - D. Use a biblical perspective to analyze history and current events.
 - E. Assume an active role in nurturing and preserving God's creation.
 - E. Appreciate the heritage of the Seventh-day entist Church.
 - F. Relate to lifestyle choices and cultural issues based on biblical principles.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

5. HEALTHY BALANCED LIVING

Accept personal responsibility for achieving and maintaining optimum physical, mental and spiritual health.

6. INTELLECTUAL DEVELOPMENT

Adopt a systematic, logical and biblically based approach to decision-making and problem-solving when applied to a developing body of knowledge.

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. Recognize that God's ideal for quality living includes a healthy lifestyle.
 - B. Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God.
 - C. Avoid at-risk behaviors.
 - D. Apply Christian principles in recreation and sports.
 - E. Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities.
 - F. Recognize the interaction of physical, mental and spiritual health with emotional and social well being.
-
- A. Broaden intellectual abilities through the study of God's Word.
 - B. Use critical and creative thinking skills in "real-world" experiences.
 - C. Develop one's intellectual potential in natural sciences and mathematics; arts and humanities; social sciences and applied arts.
 - D. Utilize effective study techniques to locate, organize and learn information.
 - E. Apply the principles of life-long learning.
 - F. Approach all intellectual pursuits from a biblical perspective.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

7. COMMUNICATION SKILLS

Recognize the value and importance of effective communication and develop the requisite skills.

8. PERSONAL MANAGEMENT

Function responsibly in the everyday world using Christian principles of stewardship, economy and personal management.

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. Communicate effectively through the avenues of reading, writing, listening, speaking and non-verbal language.
- B. Apply a Christ-centered perspective to all forms of personal expression and media.
- C. Understand how sensitivity to the differences of others affects communication.
- D. Recognize how media and information technology impact communication.
- E. Utilize communication skills to enhance one's Christian witness.

- A. Develop responsible decision-making skills.
- B. Appropriately manage one's personal finances.
- C. Acquire skill in the use of technologies.
- D. Develop basic home-management skills.
- E. Value cooperation and teamwork when interacting in groups.
- F. Develop conflict resolution skills.
- G. Manage time effectively.

GOALS:

The following goals have been established to support the unique philosophy of Adventist education. Each student will:

9. AESTHETIC APPRECIATION

Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.

ESSENTIAL CORE ELEMENTS:

Essential core elements clarify and expand the goal statements and are intentionally infused into a curriculum that teaches students to:

- A. View God as the Author of beauty, both in His creation and in human expression.
- B. Employ biblical principles as the basis for appreciation and expression of creative and performing arts.
- C. Develop fine arts talents through practice, performance and presentation.
- D. Use aesthetic expression as a means of communication and service.

10. CAREER AND SERVICE

Develop a Christian work ethic with an appreciation for the dignity of service.

- A. Develop an awareness of career options and opportunities in a changing world, as well as in the church.
- B. Recognize the role of useful work in personal development and maintaining self-worth.
- C. Develop skills that will enhance employability.
- D. Experience the joy of serving others.
- E. Identify one's interests, abilities and values, understanding their relationship to career options.
- F. Always put forth one's best effort in every task.

Appendix B

Canadian Social Studies Requirements

Each provincial Ministry of Education in Canada has set forth curricular requirements for its' own educational system. Secondary grades are also defined differently in each province. **As a result of each province requiring their own curricular standards, it is imperative that teachers integrate the provincial requirement with the North American Division Office of Christian and/ or Adventist Essential Learning included in each content area of this guide. These are emphasized with bold print and/or set apart by asterisks (*). The Social Studies teacher should review and then correlate these into the appropriate content area of their content area of their provincial curriculum.**

Following is a list if the various provincial Ministry of Education web sites. These websites will enable the Secondary Social Studies teacher in Canada to access the necessary curriculum resources for the province in which they teach.

IMPORTANT NOTES

- (1.) The following list is also found on the Canadian Seventh-day Adventist Teachers website known as CATNET. Its website address is <http://catnet.sdacc.org>
- (2.) Web address change frequently, so if the following addresses no longer work, use a search engine to find the new address for the appropriate provincial Ministry of Education or contact the Ministry directly for the new website address.

ALBERTA

http://ednet.edc.gov.ab.ca/k_12curriculum

BRITISH COLUMBIA

<http://www.bced.gov.bc.ca/irp>

MANITOBA

<http://www.edu.gov.mb.ca/metks4/curricul/K-s4curr>

NEW BRUNSWICK

There are no resources available on the Internet as of the publication of this document. Please contact the ministry of Education for information on curricular requirements in New Brunswick.

NEW FOUNDLAND

<http://www.k12curr.edu.gov.nf.ca/english.htm>

NOVA SCOTIA

<http://doc.-depot.ednet.ns.ca/lof.htm>

ONTARIO

<http://www.edu.gov.on.ca/eng/document/curricul/seccurr.html>

QUEBEC

French: http://www.meq.gouv.qc.ca/m_pub.htm

English: http://www.meq.gouv.qc.ca/GR-PUB/m_englis.htm

SASKATCHEWAN

<http://www.sasked.gov.sk.ca/docs.social.html>

The province of Prince Edward Island as well as the Northwest Territories, the Yukon Territory and the Territory of Nunavut are not listed because they do not currently have any Seventh-day Adventist secondary schools.

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