1. CULTURE

GRADE STANDARDS (NGSS ALIGNMENT) Utilize relevant and appropriate biblical and Seventh-day Adventist historical references.

Essential Question: What role does God play in our relationships with others? Big Idea: Human beings should create, learn about, share, and adapt to cultural diversity and perspectives in an interconnected world within God's plan.

K-4

- SS.K-4.C.1 Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1)
- SS.K-4.C.2 Define concepts such as: similarities, differences, beliefs, values, cohesiveness, and diversity. (KE 1.2)
- SS.K-4.C.3 Explain how culture may change in response to changing needs and concerns. (KE 1.4)
- SS.K-4.C.4 Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world. (KE 2.5)
- SS.K-4.C.5 Identify the accomplishments of Seventh-day Adventist history. (KE 2.6)
- SS.K-4.C.6 Identify the first Seventh-day Adventist missionaries. (KE 2.7)
- SS.K-4.C.7 Explain the usefulness and degree of reliability of sources to develop a supportable interpretation. (KE 2.8)
- SS.K-4.C.8 Demonstrate how people from different cultural backgrounds interpret history and the narratives of the past. (KE 2.9)
- SS.K-4.C.9 Demonstrate understanding of how the history of different cultural groups can influence the present. (KE 2.10)
- SS.K-4.C.10 Demonstrate the influence of different cultural voices and beliefs on individuals and groups. (KE 2.11)
- SS.K-4.C.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place. (KE 2.12)

5-8

- SS.5-8.C.1 Understand that the study of the past is the story of the development of communities, nations, and the world. (KM 2.1)
- SS.5-8.C.2 Define key concepts such as: past, present, future, similarity, difference, and change. (KM 2.2)
- SS.5-8.C.3 Use a variety of resources to learn about the past. (KM 2.3)
- SS.5-8.C.4 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.4)
- SS.5-8.C.5 Demonstrate how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.5)
- SS.5-8.C.6 Demonstrate how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. (KM 2.6)
- SS.5-8.C.7 Describe examples of cause and effect relationships. (KM 2.7)
- SS.5-8.C.8 Demonstrate the influence of different cultural voices and beliefs on individuals and groups. (KM 2.8)
- SS.5-8.C.9 Identify the accomplishments of Seventh-day Adventist history. (KM 2.9)
- SS.5-8.C.10 Demonstrate understanding of how the history of different cultural groups can influence the present. (KM 2.10)
- SS.5-8.C.11 Read and retell Bible and church history stories that portray how God works through people to help make the community a better place. (KM 2.11)

2. TIME, CONTINUITY, AND CHANGE

Essential Question: What role does God play in the development of communities, nations, and the world? Big Idea: God is active in history and ultimately His unfolding plan will triumph.

K-4

- SS.K-4.TCC.1 Explain the study of the past as the story of communities, nations, and the world. (KE 2.1)
- SS.K-4.TCC.2 Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)
- SS.K-4.TCC.3 Compare and contrast differing stories or accounts about the past events, people (including church pioneers), places, or situations, and offer possible reasons for the differences. (PE 2.5)
- SS.K-4.TCC.4 Demonstrate how various cultural perspectives can contribute to understanding different historical events. (PE 2.6)
- SS.K-4.TCC.5 Analyze key historical periods and patterns of change within and across cultures. (PE 2.7)
- SS.K-4.TCC.6 Analyze key historical periods and patterns of change within and across cultures. (PE 2.8)
- SS.K-4.TCC.7 Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White. (PE 2.9)

5-8

- SS.5-8.TCC.1 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.1)
- SS.5-8.TCC.2 Demonstrate how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.2)
- SS.5-8.TCC.3 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.3)
- SS.5-8.TCC.4 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.4)
- SS.5-8.TCC.5 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.5)
- SS.5-8.TCC.6 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.6)
- SS.5-8.TCC.7 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.7)
- SS.5-8.TCC.8 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.8)
- SS.5-8.TCC.9 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.9)
- SS.5-8.TCC.10 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.10)
- SS.5-8.TCC.11 Demonstrate understanding of how people from different cultural backgrounds interpret history and the narratives of the past. (KM 2.11)