### Science, Technology, and Society

**K-4**
- SS.K-4.PDC.8: Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)
- SS.K-4.PDC.3: Investigate what people and communities gain and give up when they make a decision. (KE 7.3)
- SS.K-4.PDC.2: Explain how economic incentives affect people’s behavior. (KE 7.4)
- SS.K-4.PDC.7: Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.

**5-8**
- SS.5-8.PDC.8: Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)
- SS.5-8.PDC.1: Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative. (KM 7.2)
- SS.5-8.PDC.3: Cite examples of how society often turns to science and technology to solve problems. (KE 8.2)
- SS.5-8.STS.5: Give evidence of how our lives today are media and technology dependent. (KM 8.3)
- SS.5-8.STS.4: Analyze how science and technology have changed people’s perceptions of the social and natural world as well as their relationship to the land, economy, trade, their concept of security, and their major daily activities. (KM 8.5)
- SS.5-8.STS.1: Understand the healthy benefits of time management and practice self-control when using technology.
- SS.5-8.STS.5: Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)
- SS.5-8.STS.3: Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)
- SS.5-8.STS.6: Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)
- SS.5-8.STS.1: Ask and find answers to questions about the ways in which science and technology affect people’s lives today in different places, and have done so in the past. (PM 8.1)
- SS.5-8.CIP 5: Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people’s lives. (PE 8.5)

**9-12**
- SS.9-12.CIP 6: Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.9-12.GC.1: Discuss and analyze the unique message and mission of the Seventh-day Adventist church.
- SS.9-12.GC.4: Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.9-12.GC.5: Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
- SS.9-12.CIP 7: Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.

**Global Connections**

**K-4**
- SS.K-4.GC.6: Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.K-4.GC.1: Explain how global connections affect the daily life of individuals and those around them.

**5-8**
- SS.5-8.GC.1: Discuss and analyze the unique message and mission of the Seventh-day Adventist church.
- SS.5-8.GC.2: Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
- SS.5-8.GC.3: Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.

**Civic Ideals and Practices**

**K-4**
- SS.K-4.CI 1: Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world.
- SS.K-4.CI 2: Identify and exercise the rights and responsibilities of citizens.
- SS.K-4.CI 3: Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.
- SS.K-4.CI 4: Identify and exercise the rights and responsibilities of citizens.
- SS.K-4.CI 5: Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding, between people.
- SS.K-4.CI 6: Identify and exercise the rights and responsibilities of citizens.
- SS.K-4.CI 7: Identify and exercise the rights and responsibilities of citizens.

**5-8**
- SS.5-8.CI 1: Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world.
- SS.5-8.CI 2: Identify and exercise the rights and responsibilities of citizens.
- SS.5-8.CI 3: Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.
- SS.5-8.CI 4: Identify and exercise the rights and responsibilities of citizens.
- SS.5-8.CI 5: Identify and exercise the rights and responsibilities of citizens.
- SS.5-8.CI 6: Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding, between people.
- SS.5-8.CI 7: Identify and exercise the rights and responsibilities of citizens.
ADVENTIST EDUCATION STANDARDS

Standards, what humans have found (socially and able to do), guide us in the processing and teaching of curriculum. The effort of the SDAs' education arm has significantly shaped the American educational landscape. These Standards inform theframewhich instruction is provided with logical development. Standards offer a framework which helps to bridge the gap between theory and practice. The SDAs' education arm has produced standards that are used in a variety of educational settings in the United States.

Adventist Education Standards advocate for the development of a biblical worldview. The Bible is the standard by which everything else is measured. Four key concepts emerge from a biblical worldview that can be identified with teaching, learning, and evaluation of content: culture. These concepts include:

- Culture
- Family, Church, and Environment
- Science, Technology, and Society
- Civic Ideals and Practices

The National Council for the Social Studies (NCSS) is the nation's largest and most diverse organization of educators committed to the improvement of social studies education. NCSS advances the study, teaching, and learning of social studies at all levels. It prepares the next generation of citizens by providing access to essential content, tools, and resources. NCSS is the leading advocate for excellence in the teaching and learning of social studies.

NCSS and the Adventist Education Standards share a similar emphasis on the development of a biblical worldview. Both standards highlight the importance of culture and recognize the need for educators to be intentional in fostering an understanding of the Bible as the standard by which everything else is measured. This shared emphasis reflects a commitment to the idea that education should be grounded in a biblical worldview. The NCSS framework promotes the development of a biblical worldview through the integration of content and processes, while the Adventist Education Standards focus on the development of a biblical worldview as a foundational principle.

The NCSS framework and Adventist Education Standards both emphasize the importance of valuing and respecting diversity. Both standards encourage educators to recognize and celebrate the richness of different cultures, perspectives, and experiences. This focus on diversity is reflected in the NCSS framework through the integration of content and processes, which highlights the importance of considering diverse perspectives and experiences. The Adventist Education Standards also emphasize the importance of recognizing diversity, particularly in the context of the Bible's role in shaping human values and beliefs.

Both standards also place a strong emphasis on the development of critical thinking and problem-solving skills. This is reflected in the NCSS framework through the integration of content and processes, which promotes the development of cognitive and metacognitive skills. The Adventist Education Standards also emphasize the importance of developing critical thinking and problem-solving skills, particularly in the context of understanding and applying the Bible to everyday life.

In conclusion, the NCSS framework and Adventist Education Standards share a similar focus on the development of a biblical worldview, the value of diversity, and critical thinking and problem-solving skills. Both standards recognize the importance of these areas in the education process and provide guidance for educators to foster their development in their students.

Standards:

Adventist Education Standards:

- Culture
- Family, Church, and Environment
- Science, Technology, and Society
- Civic Ideals and Practices

NCSS Framework:

- Culture
- Family, Church, and Environment
- Science, Technology, and Society
- Civic Ideals and Practices

Both standards emphasize the importance of valuing and respecting diversity, developing critical thinking and problem-solving skills, and fostering a biblical worldview.
Veronique L. Anderson

Assessment (NCSS); NAD Curriculum Guide for Social Studies K-8; and The Core of Adventist Education Curriculum.

Standards in NAD Seventh-day Adventist schools reflect the Adventist worldview across the K-12 development. Standards, what learners should know (content) and be able to do (skills), serve as the framework for curriculum development. Core content, the NCSS Framework, is structured to provide an organized approach to teaching and learning.

Standards Coding
We have used a color code that allows us easily to identify the K-4 standards, the curriculum used in our elementary programs, and the 5-8 standards, the curriculum used in our middle and junior high programs.

NCSS Format
The content by the National Council for the Social Studies (NCSS) is organized into 6 Core Content Standards. The Core Content Standards are organized into 5 Themes that focus on the big ideas and concepts that are appropriate for students across the K-12 grades. The Themes are:

Big Idea 1 - People, Places, and Environments

Big Idea 2 - Cultures

Big Idea 3 - Peoples, Places, and Environments

Big Idea 4 - Individual Development and Identity

Big Idea 5 - Individuals, Groups, and Institutions

Big Idea 6 - Power, Authority, and Governance

A curriculum guide is a curriculum document that contains a comprehensive outline of the curriculum or a particular discipline or age group. The guide provides teachers and students with clear and concise information about the curriculum, including learning objectives, content, and assessment. Curriculum guides are often used to ensure that all students receive a consistent and high-quality education.
ADVENTIST EDUCATION STANDARDS

STANDARDS CODING

KEY:
• Required
• Recommended
• Suggested
• Not Required

NCSS FORMAT

The Council for the Social Studies recommends that the following Standards be used as a framework for the study of social studies:

STANDARDS

1. PEOPLE, PLACES, AND ENVIRONMENTS

2. TIME, CONTINUITY, AND CHANGE

3. CULTURE

4. INDIVIDUALS, GROUPS, AND INSTITUTIONS

5. POWER, AUTHORITY, AND GOVERNANCE

CREDITS

The author of this document is Dr. Patti Revolinski.

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7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

How does God expect...  

5-8

Compare and contrast the goods and services produced in the market and those produced by the government. (KE 7.8)

Describe the characteristics of a market economy. (KE 7.7)

SS.K-4.PDC.10

Recognize how a Christian uses technology as a responsible citizen.

Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.

Investigate what people and communities gain and give up when they make a decision. (KE 7.3)

SS.K-4.PDC.3

SS.K-4.PDC.2

Demonstrate how people and communities deal with scarcity of resources. (KE 7.1)

SS.5-8.PDC.7

Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4)

Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)

SS.5-8.PDC.2

Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1)

SS.K-4.STS.7

SS.K-4.STS.5

SS.K-4.STS.4

Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)

Describe how science involves the study of the natural world and how technology refers to the tools we use to accomplish tasks. (KE 8.1)

SS.5-8.STS.9

Understand the healthy benefits of time management and practice self-control when using technology.

Investigate how society often turns to science and technology to solve problems. (KM 8.2)

SS.5-8.STS.2

• Ask and find answers to questions about the ways in which science and technology affect people's lives today in different places, and have done so in the past. (PM 8.1)

• Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)

• Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)

• Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)

• Compare an individual's economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond. (PM 7.2)

• Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)

• Investigate how society often turns to science and technology to solve problems. (KM 8.2)

• Understand the healthy benefits of time management and practice self-control when using technology. (PE 8.1)

• Compare religious freedom in various parts of the world.

• Develop a position on a public policy issue and defend it with evidence. (PM 10.7)

• Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)

• Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions. (PM 10.9)

• Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)

• Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)

• Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)

• Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)

• Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)

• Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)

• Identify examples of global connections in the individual's community, state, or region. (PE 9.2)

• Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)

• Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)

• Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)

• Develop a position on a public policy issue and defend it with evidence. (PM 10.7)

• Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)

• Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions. (PM 10.9)

• Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)

• Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)

• Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)

• Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past. (PM 9.1)

• Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. (PE 9.8)

• Identify and examine issues and problems that impact people in different parts of the world and move beyond local borders to affect other parts of the world. (PE 9.7)

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• Identify examples of global connections in the individual's community, state, or region. (PE 9.2)

• Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past. (PM 9.1)
## 7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

**Essential Question:**
Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9)
Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption. (KM 7.8)

**SS.5-8.STS.13**
Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9)

**SS.K-4.PDC.8**
Identify various organizations such as banks and businesses that help people achieve their individual economic goals. (KE 7.6)
Identify the characteristics and functions of money and its uses. (KE 7.5)

**Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.**

Distinguish the difference between needs and wants. (KE 7.2)

**Interpret how markets bring buyers and sellers together to exchange goods and services.** (KM 7.7)

**Evaluate how the economic choices that people make have both present and future consequences.** (KM 7.3)

**SS.K-4.STS.7**
Compare and contrast examples of how science and technology can have both positive and negative impacts on individuals, society, and the globe. (KE 8.6)
Illustrate how media and technology are a part of every aspect of our lives. (KE 8.3)

**Understand the healthy benefits of time management and practice self-control when using technology.**

Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)

## 9. GLOBAL CONNECTIONS

**Essential Question:**
Evaluate how the pace of global change has quickened in recent times. (KE 9.5)
Explain how global connections affect the daily life of individuals and those around them. (KE 9.2)

**SS.K-4.GC.1**
Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)

**SS.K-4.GC.2**
Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)

**SS.K-4.GC.3**
Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)

**SS.K-4.GC.4**
Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)

**SS.K-4.GC.5**
Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)

**SS.K-4.GC.6**
Discuss the importance of gathering information as the basis for informed civic action. (KE 10.5)

**SS.K-4.GC.7**
Describe how key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, and taking action. (KE 10.1)

**SS.5-8.GC.6**
Discuss the importance of understanding interactions among groups, communities, regions, societies, and nations. (PM 9.4)

**SS.5-8.GC.7**
Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)

**SS.5-8.GC.8**
Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)

**SS.5-8.GC.9**
Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource management, trade, the different uses of technology, and the welfare of people. (PM 9.7)

**SS.5-8.GC.10**
Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)

**SS.5-8.GC.11**
Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)

**SS.5-8.GC.12**
Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)

**SS.5-8.GC.13**
Discuss the importance of understanding interactions among groups, communities, regions, societies, and nations. (PM 9.4)

**SS.5-8.GC.14**
Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. (PE 10.1)

**SS.5-8.GC.15**
Explain that the theme of civic ideals and practices helps us know how we can influence the way people live and act together. (KE 10.1)

**SS.5-8.GC.16**
Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource management, trade, the different uses of technology, and the welfare of people. (PM 9.7)

**SS.5-8.GC.17**
Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)