

ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE 1

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

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

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

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

BIBLE

BIBLICAL FOUNDATIONS

Essential Question: Why is the Bible important today?

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

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| History of the Bible | B.1-4.BF.1 | Trace the development of the Bible from oral traditions to print. (1) |
| | B.1-4.BF.2 | Identify the major events that led to the translation of the Bible from Hebrew and Greek into English. (1) |
| | B.1-4.BF.3 | Determine that the Bible was written by many people but inspired by God. (1) |
| | B.1-4.BF.4 | Outline ways that God has protected His Word throughout history. (1) |
| Organization of the Bible | B.1-4.BF.5 | Memorize the books of the Bible in order and locate specific Bible passages by book, chapter, and verse. (1) |
| | B.1-4.BF.6 | Distinguish between various genres of writing in the Bible (e.g., parables, prophecy, history, letters). (1) |
| | B.1-4.BF.7 | Identify the central theme of the Bible as the unfolding story of God’s love for us and His plan to save the world through His Son Jesus. (1, 4, 9, 10) |
| Bible Study Skills | B.1-4.BF.8 | Make personal connections between Bible study and its application to daily living. (1, 8, 11) |
| | B.1-4.BF.9 | Refer to details and examples when explaining a Bible passage or drawing inferences. (8) |
| | B.1-4.BF.10 | Make connections between prayer and Bible study. (11) |
| | B.1-4.BF.11 | Determine the main idea of a Bible passage and explain how it is supported by key details; summarize the passage and share with others. (8) |
| | B.1-4.BF.12 | Memorize passages of Scripture. (1) |
| | B.1-4.BF.13 | Summarize what selected Bible passages reveal about God and identify their practical applications for daily life. (1, 8, 11) |
| | B.1-4.BF.14 | Make connections between a Bible passage, personal experience, and other reading/viewing selections. (8, 11) |
| | B.1-4.BF.15 | Select a personal Bible and develop the habit of reading it regularly. (1, 8, 11) |
| | B.1-4.BF.16 | Explore the cultural and geographical contexts of Bible passages. (1) |
| | B.1-4.BF.17 | Use secondary resources (e.g., Bible dictionary, concordance), both print and digital, to aid in interpreting Bible passages. (1) |
| B.1-4.BF.18 | Participate in collaborative discussions about Bible passages. (1) | |

BIBLE

BIBLICAL KNOWLEDGE

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

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

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| Creation | <p>B.1-4.BK.1 Identify the Godhead as the eternal and self-existent Creator of all living things. (2-6)</p> <p>B.1-4.BK.2 Outline God's original plan for an orderly, perfect universe that operates on His law of love. (6)</p> <p>B.1-4.BK.3 Describe the events of Creation week in sequential order. (6, 20, 23)</p> <p>B.1-4.BK.4 Summarize the importance of Sabbath, marriage, and family in the context of Creation. (6, 19, 20, 23)</p> <p>B.1-4.BK.5 Explain what it means to be created in the image of God (e.g., creative abilities, power of choice). (2, 6, 7, 23)</p> <p>B.1-4.BK.6 Determine why we were created to be a part of God's family. (6)</p> <p>B.1-4.BK.7 Illustrate how Creation demonstrates God's love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)</p> |
| Fall | <p>B.1-4.BK.8 Trace the origin of sin in the universe including Lucifer's self-exaltation, rebellion, declaration of war on God, and expulsion from Heaven. (8)</p> <p>B.1-4.BK.9 Identify Satan, not God, as the author of all suffering and evil in the world. (8)</p> <p>B.1-4.BK.10 Provide evidence that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)</p> <p>B.1-4.BK.11 Use evidence to explain why God permitted Satan to live and challenge His authority, and why bad things happen to everyone. (8)</p> <p>B.1-4.BK.12 Describe how the Great Controversy is the conflict between good and evil that began in Heaven and was continued on Earth. (8, 26)</p> <p>B.1-4 .BK.13 Explain the difference between temptation and sin. (8, 9, 26)</p> |
| Redemption | <p>B.1-4.BK.14 Find evidence from the Bible that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)</p> <p>B.1-4.BK.15 Recognize the value of accepting Jesus as a personal Savior who paid the penalty for sin so that all can choose to be saved and spend eternity with Him in Heaven. (9, 10)</p> <p>B.1-4.BK.16 Explain the sanctuary service and its overarching illustration of the plan of salvation. (10, 11, 24)</p> <p>B.1-4.BK.17 Trace the plan of redemption through the Old Testament (e.g., the Exodus, laws, sanctuary, covenant). (1, 19, 20)</p> <p>B.1-4.BK.18 Summarize the tests of a prophet and provide examples of how prophets reminded people of God's plan for their redemption. (17, 18)</p> <p>B.1-4.BK.19 Retell the major events in the life of Jesus (e.g., birth, life, death, resurrection) and determine how they relate to the plan of salvation. (9, 10, 11)</p> <p>B.1-4.BK.20 Summarize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)</p> <p>B.1-4.BK.21 Explain the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)</p> |
| Re-Creation | <p>B.1-4.BK.22 Discuss how humans were perfect before sin, and that God wants to re-create all who choose to follow Him. (6, 7, 8)</p> <p>B.1-4.BK.23 Articulate that one of God's purposes for us is to be witnesses of His love. (22)</p> <p>B.1-4.BK.24 Examine and demonstrate the Fruit of the Spirit. (5, 11, 17, 22)</p> <p>B.1-4.BK.25 Survey the events that will culminate in Jesus' Second Coming and eternal life in Heaven. (13, 19, 24, 25)</p> |

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| <p>B.1-4.BK.26</p> <p>B.1-4.BK.27</p> <p>B.1-4.BK.28</p> <p>B.1-4.BK.29</p> | <p>Outline the Three Angels' messages that go to the world before Jesus' Second Coming. (13)</p> <p>Explore the rewards of Jesus' Second Coming as a fulfillment of His promises to His followers. (13, 25)</p> <p>Use Biblical support to clarify that death is like a sleep. (25, 26)</p> <p>Describe how God will end sin, re-create the Earth, and restore those who love Him to their original moral and physical perfection, thus demonstrating His character of love to the universe for eternity. (8, 24, 25, 26, 27, 28)</p> |
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RELATIONSHIP WITH GOD

Essential Question: What does it mean to have a relationship with God and why is such a relationship important?
Big Idea: We build a relationship with God by including Him in our daily lives so we are happy and productive on Earth and prepared to spend eternity with Him in Heaven.

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| <p>Knowledge of God</p> | <p>B.1-4.RG.1 Identify the three members of the Godhead and compare their individual roles. (2, 3, 4, 5)</p> <p>B.1-4.RG.2 Discuss how God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)</p> <p>B.1-4.RG.3 Compare and contrast the characteristics and roles of angels before and after The Fall. (8, 25, 26, 27)</p> <p>B.1-4.RG.4 Provide evidence that the Bible is God's message of love to us. (1)</p> <p>B.1-4.RG.5 Discuss promises and passages in the Bible that show the qualities of God's character. (1, 2, 3)</p> <p>B.1-4.RG.6 Explain how God's law reflects His character. (19)</p> <p>B.1-4.RG.7 Explore nature to discover what it tells us about God the Creator. (6, 21)</p> |
| <p>Acceptance of Salvation and Grace</p> | <p>B.1-4.RG.8 Articulate that God offers forgiveness to those who ask, believe, and accept it. (9, 10)</p> <p>B.1-4.RG.9 Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)</p> |
| <p>Development of Christian Character</p> | <p>B.1-4.RG.10 Recognize the re-creative role of the Holy Spirit to teach us and to help us become more like Jesus. (2, 5, 11)</p> <p>B.1-4.RG.11 Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)</p> <p>B.1-4.RG.12 Point out that a loving response to God's offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)</p> <p>B.1-4.RG.13 Cite evidences of God's grace as found in the Bible and other reading/viewing selections, making personal applications. (7, 10, 11)</p> <p>B.1-4.RG.14 Use examples of prayers in the Bible to explain the role and application of prayer to the Christian life. (1, 11)</p> <p>B.1-4.RG.15 Discuss ways that God's leading has helped us grow more like Him. (22)</p> <p>B.1-4.RG.16 Recognize that worshiping together strengthens our characters and equips us to help others. (11, 12, 14, 20)</p> <p>B.1-4.RG.17 Share examples of how we can grow spiritually by both talking and listening to God in prayer. (1, 11)</p> <p>B.1-4.RG.18 Participate in prayer and worship of God. (11, 12, 14, 20)</p> |
| <p>Commitment to Relationship with God</p> | <p>B.1-4.RG.19 Experience daily time alone with God to deepen our commitment to Jesus. (11)</p> <p>B.1-4.RG.20 Identify the Sabbath as God's holy day and a time to celebrate our commitment to Him. (6, 20)</p> <p>B.1-4.RG.21 Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)</p> <p>B.1-4.RG.22 Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion). (15, 16)</p> <p>B.1-4.RG.23 Demonstrate ways to care for the body and mind as a way of growing in a relationship with God. (11, 22)</p> |

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| | B.1-4.RG.24 | Describe and practice stewardship (e.g., environment, tithe, time, talents). (21) |
| | B.1-4.RG.25 | Explore what it means to be a disciple of Jesus. (11, 15) |

RELATIONSHIP WITH OTHERS

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

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

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| Caring for Self | B.1-4.RO.1 | Determine that self-worth comes from recognizing that God paid a high price for us and that He wants to spend eternity with us. (7) |
| | B.1-4.RO.2 | Examine how personal choices and behaviors affect spiritual, mental, physical, and social well-being. (11, 22) |
| | B.1-4.RO.3 | Support the claim that our bodies are the temple of God. (22) |
| | B.1-4.RO.4 | Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility). (22) |
| | B.1-4.RO.5 | In the context of the lives of Biblical characters, analyze healthy responses to positive and negative feelings in a variety of situations. (7, 11, 22) |
| | B.1-4.RO.6 | Explain how accepting God's forgiveness frees us from guilt and prepares us to forgive others. (9, 10, 11) |
| | B.1-4.RO.7 | Give examples of how it is more important to make right choices than to have peer approval. (22) |
| | B.1-4.RO.8 | Discuss how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others. (22) |
| Caring for Others | B.1-4.RO.9 | Clarify how friendship with Jesus positively influences our relationships with others. (14, 22, 23) |
| | B.1-4.RO.10 | Exhibit appropriate verbal and non-verbal responses that demonstrate caring Christian behavior. (7, 11, 22) |
| | B.1-4.RO.11 | Demonstrate kindness toward and acceptance of people who are different from us or who treat us unkindly. (7, 11, 22) |
| Learning Through Service | B.1-4.RO.12 | Articulate the importance of faith, commitment, and a dynamic relationship with Jesus as a basis for service. (11, 13) |
| | B.1-4.RO.13 | Develop a strong work ethic that manifests itself in service. (11, 13) |
| | B.1-4.RO.14 | Participate with local or national organizations that serve those in need. (11, 13) |
| Sharing Faith | B.1-4.RO.15 | Articulate that every disciple is called to have a personal part in telling the world about Jesus. (11, 13) |
| | B.1-4.RO.16 | Recognize that each person has been given unique talents and spiritual gifts by God. (17, 21) |
| | B.1-4.RO.17 | Identify and begin to develop a personal spiritual gift that would be relevant to sharing my faith. (13, 17) |
| | B.1-4.RO.18 | Discuss different ways that Biblical characters witnessed to their faith and the results of their witness. (1) |
| | B.1-4.RO.19 | Explore various ways of witnessing, including face-to-face and the use of technology. (11, 13, 17) |

ADVENTIST HERITAGE

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

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

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| Church History | B.1-4.AH.1 | Explain how the Christian church and the Seventh-day Adventist Church began. (12, 18) |
| | B.1-4.AH.2 | Summarize the events that led up to and followed the Great Disappointment. (24) |

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| | B.1-4.AH.3 | Trace the role of key individuals in the development of the Seventh-day Adventist Church from 1844 to 1915. (12) |
| | B.1-4.AH.4 | Determine that the church's fundamental beliefs are Bible-based and reflect what it means to be an Adventist. (1-28) |
| | B.1-4.AH.5 | Describe how health, media/publishing, humanitarian, education, and missionary ministries developed to support the growth and work of the Seventh-day Adventist Church. (13, 17) |
| | B.1-4.AH.6 | Show how medical, educational, and missionary work has led to the growth of the Seventh-day Adventist Church. (13) |
| Spirit of Prophecy | B.1-4.AH.7 | Explore stories of Ellen White's life and calling. (18) |
| | B.1-4.AH.8 | Define the role and function of a prophet and recognize that God gave Ellen White the gift of prophecy. (18) |
| | B.1-4.AH.9 | Explore some of the writings of Ellen White as a "lesser light" that draws people's attention to Scripture. (18) |
| | B.1-4.AH.10 | Clarify the importance of Ellen White's writings for Seventh-day Adventists today. (18) |
| Church Structure and Governance | B.1-4.AH.11 | Define the structure of a conference as an organization that coordinates many churches. (12, 14) |
| | B.1-4.AH.12 | Observe that everyone can have an active role in the church. (12, 13, 14, 17, 21, 22) |
| | B.1-4.AH.13 | Explain how tithes and offerings are used in the Seventh-day Adventist Church. (21) |
| | B.1-4.AH.14 | Describe how the structure and function of current Seventh-day Adventist institutions and ministries support the mission of the Church (e.g., Adventurers, Pathfinders, church school, etc.). (12) |
| Current Thought Shapers | B.1-4.AH.15 | Study and reflect on an age-appropriate Adventist publication. (17) |

FINE ARTS

ART – MEDIA ARTS

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

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

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| Creating | FA.1-4.MA.1 | Recognize God as the Creator. |
| | FA.1-4.MA.2 | Express, discover, develop, and conceive original artistic goals for media artworks using a variety of creative methods (e.g., brainstorming, modeling). (MA:Cr1.1.1-4) |
| | FA.1-4.MA.3 | With support, form, create, share, and assemble ideas and plans through models for media arts productions, considering the artistic goals and presentations. (MA:Cr2.1.1-4) |
| | FA.1-4.MA.4 | Identify, construct, and assemble content for unified media arts productions, describing pattern, repetition, positioning, attention, movement, and force while applying principles (e.g., balance, contrast). (MA:Cr3.1.1-4a) |
| | FA.1-4.MA.5 | Practice, identify, analyze, and demonstrate the effects of making changes to the content by refining, altering, and completing media artworks resulting in an emphasis of elements for a purpose. (MA:Cr4.1.1-4b) |
| Producing | FA.1-4.MA.6 | Exhibit media arts skills to the fullest extent always showing honor to God. |
| | FA.1-4.MA.7 | Combine, practice, and demonstrate varied academics, arts, and media content in artworks (e.g., an illustrated story, narrated science animation, music, movement). (MA:Pr4.1.1-4) |

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| | <p>FA.1-4.MA.8</p> <p>FA.1-4.MA.9</p> <p>FA.1-4.MA.10</p> <p>FA.1-4.MA.11</p> <p>FA.1-4.MA.12</p> | <p>Describe, demonstrate, enact, and exhibit basic ability in various identified artistic designs, technical steps, and organizational roles (e.g., planning, collaborating, making compositional decisions, manipulating tools, using formal techniques and equipment) when producing media arts. (MA:Pr5.1.1-4a)</p> <p>Describe, demonstrate, exhibit, and practice basic creative experimentation skills (e.g., playful practice, trial and error, invention of new content and solutions) in addressing problems within and through media arts productions. (MA:Pr5.1.1-4b)</p> <p>Experiment, demonstrate, explore, and exhibit ways to use tools and techniques while obtaining and constructing media artworks. (MA:Pr5.1.1-4c)</p> <p>With support, discuss, describe, identify, and explain the presentation conditions, performance of a task, as well as roles and processes in presenting or distributing artworks. (MA:Pr6.1.1-4a)</p> <p>With support, discuss, identify, describe the experience, and share improvements for presenting media artworks. (MA:Pr6.1.1-4b)</p> |
| Responding | <p>FA.1-4.MA.13</p> <p>FA.1-4.MA.14</p> <p>FA.1-4.MA.15</p> <p>FA.1-4.MA.16</p> <p>FA.1-4.MA.17</p> | <p>Identify and discuss Christian principles when making connections with media artworks.</p> <p>Identify, describe, and explain how meanings are created by components in media artworks. (MA:Re7.1.1-4a)</p> <p>With support, identify and describe how various forms, methods, and styles in media artworks create and manage audience experience. (MA:Re7.1.1-4b)</p> <p>With support, identify, determine, and explain the purposes and meanings of media artworks, while considering and describing context. (MA:Re8.1.1-4)</p> <p>Identify, discuss, and apply basic criteria for evaluating and improving media artworks, considering its production processes, viewers, and context. (MA:Re9.1.1-4)</p> |
| Connecting | <p>FA.1-4.MA.18</p> <p>FA.1-4.MA.19</p> <p>FA.1-4.MA.20</p> <p>FA.1-4.MA.21</p> <p>FA.1-4.MA.22</p> | <p>Identify and explain that all talents and gifts come from God.</p> <p>Examine and use personal experience with external resources (e.g., interests, models, research, cultural understanding) to create media artworks. (MA:Cn10.1.1-4a)</p> <p>Discuss, identify, examine, and show how media artworks form meanings and/or cultural experiences, including popular media, local and global networks through online environments. (MA:Cn10.1.1-4b)</p> <p>Identify, discuss, and explain how media artworks and ideas relate to everyday life, such as popular media, connections with family/friends, imagination vs. reality, cultural life, influence of values, online behavior, and technology use. (MA:Cn11.1.1-4a)</p> <p>Examine and interact appropriately with media arts tools and environments considering safety, rules, and fairness. (MA:Cn11.1.1-4b)</p> |

ART – VISUAL ARTS

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

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

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| Creating | <p>FA.1-4.VA.1</p> <p>FA.1-4.VA.2</p> <p>FA.1-4.VA.3</p> <p>FA.1-4.VA.4</p> <p>FA.1-4.VA.5</p> <p>FA.1-4.VA.6</p> | <p>Based on personal reflection, create artwork that portrays God’s character.</p> <p>Brainstorm collaboratively multiple approaches to an art or design problem. (VA:Cr1.1.1-4a)</p> <p>Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.1-4a)</p> <p>Explore, experiment, and create using various materials and tools to share personal interests in a work of art or design. (VA:Cr2.1.1-4a)</p> <p>Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes. (VA:Cr2.2.1-4a)</p> <p>Identify, classify, document, and describe individually or collaboratively, uses of everyday objects through drawings, diagrams, sculptures, maps, or other visual means. (VA:Cr2.3.1-4a)</p> |
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| | <p>FA.1-4.VA.7 Repurpose objects to make something new. (VA:Cr2.3.2a)</p> <p>FA.1-4.VA.8 Use art vocabulary to describe creative choices, adding details and/or revising artwork on the basis of insights gained through peer discussion. (VA:Cr3.1.1-4a)</p> |
| Presenting | <p>FA.1-4.VA.9 Collaboratively investigate and show the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.</p> <p>FA.1-4.VA.10 Explain, categorize, and investigate reasons for saving and displaying objects, artifacts, and artwork, analyzing how past, present, and emerging technologies have impacted the preservation and presentation of artwork. (VA:Pr4.1.1-4a)</p> <p>FA.1-4.VA.11 Identify exhibit space and prepare works of art including artists' statements for presentation. (VA:Pr5.1.1-3a)</p> <p>FA.1-4.VA.12 Determine the various considerations for presenting and protecting art in diverse locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats. (VA:Pr5.1.4a)</p> <p>FA.1-4.VA.13 Compare and contrast roles, responsibilities, and purposes of art museums, art galleries, virtual spaces, and other venues, as well as the types of personal experiences they provide. (VA:Pr6.1.1-4a)</p> |
| Responding | <p>FA.1-4.VA.14 Discuss works of art using the perspective of the Adventist worldview.</p> <p>FA.1-4.VA.15 Perceive and describe aesthetic characteristics of one's environment, speculating about processes an artist uses to create and respond to a work of art. (VA:Re7.1.1-4a)</p> <p>FA.1-4.VA.16 Compare and categorize images based on expressive properties, analyzing components of visual imagery that convey messages. (VA:Re7.2.1-4a)</p> <p>FA.1-4.VA.17 Interpret art by categorizing subject matter, identifying the mood, and analyzing use of media, referring to contextual information and characteristics of form. (VA:Re8.1.1-4a)</p> <p>FA.1-4.VA.18 Use learned vocabulary to express preferences and apply a set of criteria to classify and evaluate more than one work of art. (VA:Re9.1.1-4a)</p> |
| Connecting | <p>FA.1-4.VA.19 Collaboratively construct a digital piece of artwork that supports Adventist principles.</p> <p>FA.1-4.VA.20 Create a work of art based on observations of surroundings, while reflecting community and cultural traditions. (VA:Cn10.1.1-4a)</p> <p>FA.1-4.VA.21 Compare, recognize, and infer through observation information about time, place, and culture in which a work of art was created. (VA:Cn11.1.1-4a)</p> |

MUSIC

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

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

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| Creating | <p>FA.1-4.M.1 Discuss how musical works can be created to glorify God.</p> <p>FA.1-4.M.2 With guidance, improvise rhythmic and melodic patterns, and describe connection to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.1-4a)</p> <p>FA.1-4.M.3 With guidance, generate musical ideas (e.g., rhythms, melodies) within a given tonality and/or meter. (MU:Cr1.1.1-4b)</p> <p>FA.1-4.M.4 With guidance, demonstrate and discuss selected musical ideas that represent personal expressive intent. (MU:Cr2.1.1-4a)</p> <p>FA.1-4.M.5 With guidance, use iconic and/or standard notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (MU:Cr2.1.1-4b)</p> <p>FA.1-4.M.6 With guidance, discuss, evaluate, and apply personal, peer, and teacher feedback to revise one's musical ideas to show improvement over time. (MU:Cr3.1.1-4a)</p> <p>FA.1-4.M.7 With guidance, convey expressive intent for a specific purpose by presenting a final version of one's musical ideas to peers or informal audience. (MU:Cr3.2.1-4a)</p> |
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| Performing | <p>FA.1-4.M.8</p> <p>FA.1-4.M.9</p> <p>FA.1-4.M.10</p> <p>FA.1-4.M.11</p> <p>FA.1-4.M.12</p> <p>FA.1-4.M.13</p> <p>FA.1-4.M.14</p> <p>FA.1-4.M.15</p> <p>FA.1-4.M.16</p> <p>FA.1-4.M.17</p> | <p>Discuss how the diversity of musical expression can be used to glorify God and bless others.</p> <p>With guidance, demonstrate and discuss how the selection of music to perform is influenced by personal interest, knowledge, purpose, and technical skill. (MU:Pr4.1.1-4a)</p> <p>With guidance, demonstrate understanding of music concepts and structure (e.g., form, rhythm, phrasing) in music from a variety of cultures selected for performance. (MU:Pr4.2.1-4a)</p> <p>When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic or standard notation. (MU:Pr4.2.1-4b)</p> <p>With guidance, describe how context (e.g., spiritual, personal, social, cultural) can inform performances and result in different music interpretations. (MU:Pr4.2.1-4c)</p> <p>Demonstrate and describe how expressive intent is conveyed through expressive qualities (e.g., dynamics, tempo, timbre). (MU:Pr4.3.1-4a)</p> <p>With guidance, apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble performances. (MU:Pr5.1.1-4a)</p> <p>With guidance, rehearse, identify, and apply strategies to refine interpretive performance, expressive qualities, and technical challenges of music to show improvement over time. (MU:Pr5.1.1-4b)</p> <p>With guidance, perform music (alone or with others) using expression and technical accuracy. (MU:Pr6.1.1-4a)</p> <p>Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)</p> |
| Responding | <p>FA.1-4.M.18</p> <p>FA.1-4.M.19</p> <p>FA.1-4.M.20</p> <p>FA.1-4.M.21</p> <p>FA.1-4.M.22</p> | <p>Reflect on how the influence of music can affect one's relationship with God.</p> <p>With guidance, identify and demonstrate how selected music connects to and is influenced by personal interests, experiences, or purposes. (MU:Re7.1.1-4a)</p> <p>With guidance, demonstrate and identify how specific music concepts (e.g., beat, pitch) are used in various styles of music for a purpose, and how a response to music can be informed by the structure and context (e.g., spiritual, personal, social, cultural). (MU:Re7.2.1-4a)</p> <p>With guidance, demonstrate knowledge of music concepts and describe how the expressive qualities (e.g., dynamics, tempo, timbre) are used in creators'/performers' interpretations to reflect expressive intent. (MU:Re8.1.1-4a)</p> <p>With guidance, apply personal and expressive preferences in music for specific purposes; evaluate musical works, applying established criteria to describe appropriateness to the context. (MU:Re9.1.1-4a)</p> |
| Connecting | <p>FA.1-4.M.23</p> <p>FA.1-4.M.24</p> <p>FA.1-4.M.25</p> | <p>Select spiritual works (e.g., hymns, scripture songs), discuss the lyrics, and memorize the selections.</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.1-4a)</p> <p>Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.1-4a)</p> |
| DRAMA | | |
| <p>Essential Question: How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?</p> <p>Big Idea: Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.</p> | | |
| Creating | <p>FA.1-4.D.1</p> <p>FA.1-4.D.2</p> | <p>Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p> <p>Propose potential choices characters could make and new details in a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.1-4a)</p> |

FINE ARTS

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| | <p>FA.1-4.D.3 Collaborate with peers to imagine and articulate ideas for costumes, props, and sets for the environments and characters in a drama work. (TH:Cr1.1.1-4b)</p> <p>FA.1-4.D.4 Collaborate to determine how characters might move and speak to support the story and given circumstances in a drama work. (TH:Cr1.1.1-4c/TH:Pr5.1.1-4a)</p> <p>FA.1-4.D.5 Collaborate by asking questions about characters and plots to devise meaningful dialogue in a guided drama experience. (TH:Cr2.1.1-4a)</p> <p>FA.1-4.D.6 Compare ideas with peers and make selections that will enhance and deepen a group drama work. (TH:Cr2.1.1-4b)</p> <p>FA.1-4.D.7 Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama work. (TH:Cr3.1.1-4a)</p> <p>FA.1-4.D.8 Use and adapt sounds and movements in a guided drama experience. (TH:Cr3.1.1-4b)</p> <p>FA.1-4.D.9 Collaborate on solutions for design and/or technical problems (e.g., lighting, sound, projections, music) that arise in rehearsal. (TH:Cr3.1.1-4c)</p> |
| Performing | <p>FA.1-4.D.10 Discuss ways that one can express Christlike traits (e.g., cheerfulness, reverence, forgiveness) and apply to a drama performance.</p> <p>FA.1-4.D.11 Develop self-confidence through participation in drama experiences.</p> <p>FA.1-4.D.12 Interpret story elements (e.g., character actions, dialogue) in a guided drama experience. (TH:Pr4.1.1-4a)</p> <p>FA.1-4.D.13 Investigate how movement and voice are incorporated into a drama work. (TH:Pr4.1.1-4b)</p> <p>FA.1-4.D.14 Explore and identify the basic technical elements that can be used in a drama work. (TH:Pr5.1.1-4b)</p> <p>FA.1-4.D.15 With prompting and support, share drama work with peers as an audience. (TH:Pr6.1.1-4a)</p> |
| Responding | <p>FA.1-4.D.16 Discuss and identify technical elements to enrich a drama work based on a biblical story.</p> <p>FA.1-4.D.17 Understand why artistic choices are made in a drama work. (TH:Re7.1.1-4a)</p> <p>FA.1-4.D.18 Explain how personal preferences and emotions affect an observer's response in a guided drama experience. (TH:Re8.1.1-4a)</p> <p>FA.1-4.D.19 Identify causes and consequences of a character's actions in a guided drama experience. (TH:Re8.1.1-4b)</p> <p>FA.1-4.D.20 Examine how connections are made between oneself and a character's emotions in a drama work. (TH:Re8.1.1-4c)</p> <p>FA.1-4.D.21 Discuss how and why groups evaluate a drama work. (TH:Re9.1.1-4a)</p> <p>FA.1-4.D.22 Use a prop or costume in a guided drama experience to describe characters, settings, or events. (TH:Re9.1.1-4b)</p> <p>FA.1-4.D.23 Observe how a character's choices impact an audience's perspective in a drama work. (TH:Re9.1.1-4c)</p> |
| Connecting | <p>FA.1-4.D.24 Create a short drama scene based on an Adventist Heritage story.</p> <p>FA.1-4.D.25 Relate character experiences to personal experiences in a guided drama experience. (TH:Cn10.1.1-4a)</p> <p>FA.1-4.D.26 Identify connections to community, social issues, and other content areas in a drama work. (TH:Cn11.1.1-4a)</p> <p>FA.1-4.D.27 Identify similarities and differences in stories from one's own community and multiple cultures in a guided drama experience. (TH:Cn11.2.1-4a)</p> <p>FA.1-4.D.28 Examine how artists have historically presented the same stories using different art forms, genres, or drama conventions. (TH:Cn11.2.1-4b)</p> |

LANGUAGE ARTS

READING – FOUNDATIONS

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

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

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| Print Concepts | LA.1.RF.1 | Recognize the beginning and ending of a sentence. (RF.1.1) |
| Phonological Awareness | LA.1.RF.2 | Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds. (RF.1.2) |
| Phonics and Word Recognition | LA.1.RF.3 | Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words. (RF.1.3) |
| Fluency | LA.1.RF.4 | Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression. (RF.1.4a-b) |
| | LA.K.RF.5 | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4c) |
| | LA.K.RF.6 | Continue to develop silent reading strategies. |

READING – LITERATURE

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

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

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| Key Ideas and Details | LA.1.RL.1 | Ask and answer questions about key details. (RL.1.1) |
| | LA.1.RL.2 | Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s). (RL.1.2) |
| | LA.1.RL.3 | Describe story elements (characters, settings, and major events) using key details; sequence story events orally. (RL.1.3) |
| Craft and Structure | LA.1.RL.4 | Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. (RL.1.4) |
| | LA.1.RL.5 | Differentiate between informational and story books. (RL.1.5) |
| | LA.1.RL.6 | Identify who is telling the story. (RL.1.6) |
| Integration of Knowledge and Ideas | LA.1.RL.7 | Use illustrations and details to describe story elements. (RL.1.7) |
| | LA.1.RL.8 | Compare and contrast characters (e.g., adventures and experiences). (RL.1.9) |
| | LA.1.RL.9 | Predict story events and outcomes using picture clues. |
| | LA.1.RL.10 | Distinguish between fantasy and reality, right and wrong, fact and opinion. |
| | LA.1.RL.11 | Make connections between a text and personal life experiences. |
| Range of Reading and Level of Text Complexity | LA.1.RL.12 | Choose literature that reflects the teachings in God's Word. |
| | LA.1.RL.13 | Read stories and poetry of appropriate complexity. (RL.1.10) |
| | LA.1.RL.14 | Read literature for pleasure. |

LANGUAGE ARTS

READING – INFORMATIONAL TEXT

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

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

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| Key Ideas and Details | LA.1.RI.1 | Ask and answer questions about key details. (RI.1.1) |
| | LA.1.RI.2 | Identify the main topic and retell key details. (RI.1.2) |
| | LA.1.RI.3 | Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally. (RI.1.3) |
| Craft and Structure | LA.1.RI.4 | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) |
| | LA.1.RI.5 | Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information. (RI.1.5) |
| | LA.1.RI.6 | Distinguish between information provided by pictures or other illustrations and information provided by words. (RI.1.6) |
| Integration of Knowledge and Ideas | LA.1.RI.7 | Use illustrations and details to describe key ideas. (RI.1.7) |
| | LA.1.RI.8 | Identify the reasons an author gives to support ideas. (RI.1.8) |
| | LA.1.RI.9 | Identify similarities and differences between two texts on the same topic. (RI.1.9) |
| | LA.1.RI.10 | Predict content using pictures and illustrations. |
| | LA.1.RI.11 | Distinguish between right and wrong, fact and opinion. |
| Range of Reading and Level of Text Complexity | LA.1.RI.12 | Choose informational text that affirms the teachings in God's Word. |
| | LA.1.RI.13 | With prompting, read informational text of appropriate complexity. (RI.1.10) |
| | LA.1.RI.14 | Read informational texts on topics of interest. |

WRITING

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

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

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| Text Types and Purposes | LA.1.W.1 | Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure. (W.1.1) |
| | LA.1.W.2 | Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure. (W.1.2) |
| | LA.1.W.3 | Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure. (W.1.3) |
| | LA.1.W.4 | Produce writing that honors God and affirms the teachings in His Word. |
| Production and Distribution of Writing | LA.1.W.5 | With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing. (W.1.5) |
| | LA.1.W.6 | With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing. (W.1.6) |
| | LA.1.W.7 | Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences). |
| Research to Build and Present Knowledge | LA.1.W.8 | Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions). (W.1.7) |
| | LA.1.W.9 | With support, recall experiences or gather information from provided sources to answer a question. (W.1.8) |

LANGUAGE ARTS

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| Range of Writing | LA.1.W.10 | Write routinely for a range of tasks, purposes, and audiences. |
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SPEAKING AND LISTENING

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

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

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| Comprehension and Collaboration | LA.1.SL.1 | Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify. (SL.1.1) |
| | LA.1.SL.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2) |
| | LA.1.SL.3 | Ask and answer questions about what a speaker says to gather additional information or to clarify meaning. (SL.1.3) |
| Presentation of Knowledge and Ideas | LA.1.SL.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4) |
| | LA.1.SL.5 | Add visual displays to descriptions when appropriate. (SL.1.5) |
| | LA.1.SL.6 | Speak in complete sentences when appropriate to task and situation. (SL.1.6) |
| | LA.1.SL.7 | Give brief oral presentations (e.g., stories, personal experiences, readers theater). |
| | LA.1.SL.8 | Demonstrate reverence when listening to God’s Word and participating in prayer. |

LANGUAGE

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

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| Conventions of Standard English | LA.1.L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because) determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences. (L.1.1) |
| | LA.1.L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically. (L.1.2) |
| Vocabulary Acquisition and Use | LA.1.L.3 | Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4) |
| | LA.1.L.4 | With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings. (L.1.5) |
| | LA.1.L.5 | Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts. (L.1.6) |

MATHEMATICS

NUMBERS AND OPERATIONS

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

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

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| Numbers | 1.NO.1 | Count, read, write, and understand numbers up to 120. (1.NBT.1) |
| | 1.NO.2 | Count by twos, fives, and twenty-fives up to 100. |
| Place Value | 1.NO.3 | Understand and compare two-digit numbers organized as groups of tens and ones. (1.NBT.2,3) |
| | 1.NO.4 | Understand and mentally find ten more or ten less than a given two-digit number. (1.NBT.5) |
| | 1.NO.5 | Add and subtract multiples of ten within 100 using models or drawings. (1.NBT.4,6) |

OPERATIONS AND ALGEBRAIC THINKING

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

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

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| Addition/ Subtraction | 1.OAT.1 | Understand, represent, compare, and apply addition and subtraction properties to word problems within 20; fluently add and subtract within 10 (1.OA.1,2,3,4,5,6); add up to three whole numbers within 20 (1.OA.2); add two-digit and one-digit numbers with regrouping within 100 using models or drawings. (1.NBT.4) |
| | 1.OAT.2 | Work with addition and subtraction equations including unknowns. (1.OA.7,8) |

MEASUREMENT

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

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

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| Length | 1.M.1 | Measure, order, compare, and express lengths of objects by counting non-standard units. (1.MD.1,2) |
| Time | 1.M.2 | Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.3) |
| Money | 1.M.3 | Identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills. |

GEOMETRY

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

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

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| Shapes | 1.GEO.1 | Describe, build, and draw shapes with defining attributes. (1.G.1) |
| | 1.GEO.2 | Compose two- and three- dimensional shapes to form composite or new shapes (1.G.2) |
| Fractions | 1.GEO.3 | Partition circles and rectangles into two and four equal parts; describe the whole and its parts using the words halves, fourths, quarters, half of, quarter of and third of. (1.G.3) |

DATA ANALYSIS, STATISTICS, AND PROBABILITY

Essential Question: How can we quantify our findings in a way that pleases God?

Big Idea: God has at various times commanded men to count, measure, and record their findings.

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| Data | 1.DSP.1 | Organize, represent, compare, and interpret data with up to three categories. (1.MD.4) |
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PHYSICAL EDUCATION

MOTOR SKILLS

Essential Question: Why did God create our bodies for movement?

Big Idea: Movement contributes to healthy physical development, in keeping with God's original plan for our lives.

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| Locomotor | PE.1.MS.1 | Hops, jogs, and slides using a mature pattern. (S1.E1.1) |
| | PE.1.MS.2 | Jumps and lands in a horizontal plane demonstrating 2 of the 5 critical elements. (S1.E3.1) |
| | PE.1.MS.3 | Jumps and lands in a vertical plane demonstrating 2 of the 5 critical elements. (S1.E4.1) |
| Non-locomotor | PE.1.MS.4 | Transfers weight from one body part to another in personal self-space. (S1.E8.1) |
| | PE.1.MS.5 | Demonstrates twisting, curling, bending, and stretching actions. (S1.E10.1) |
| Manipulative | PE.1.MS.6 | Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E13.1) |
| | PE.1.MS.7 | Catches a soft object from a self-toss before it bounces. (S1.E16.1a) |
| | PE.1.MS.8 | Catches various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b) |
| | PE.1.MS.9 | Dribbles continuously in personal self-space using the preferred hand. (S1.E17.1) |
| | PE.1.MS.10 | Taps or dribbles a ball using the inside of the foot while walking in general space. (S1.E18.1) |
| | PE.1.MS.11 | Approaches a stationary ball and kicks it forward, displaying 2 of the 5 critical elements of a mature kick. (S1.E21.1) |
| | PE.1.MS.12 | Volley an object with an open palm, sending it upward. (S1.E11.1) |
| | PE.1.MS.13 | Strikes a ball with a short-handled implement, sending it upward. (S1.E24.1) |
| | PE.1.MS.14 | Jumps forward or backward consecutively using a self-turned rope. (S1.E27.1a) |
| PE.1.MS.15 | Jumps a long rope up to five times consecutively with teacher-assisted turning. (S1.E27.1b) | |

PERFORMANCE APPLICATION

Essential Question: How can we give God honor through our application of the principles of movement and performance?

Big Idea: We honor God by developing our physical talents and skills through individual and group performance activities.

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| Movement Concepts | PE.1.PA.1 | Moves in personal self-space and general space in response to teacher directed physical activities. (S2.E1.1) |
| | PE.1.PA.2 | Travels in 3 of the 4 different directions (forward, backward, side-ways, diagonally). |
| | PE.1.PA.3 | Travels in three different pathways (curved, straight, zig-zag). (S2.E2.K) |
| | PE.1.PA.4 | Maintains stillness on different bases of support with different body shapes. (S1.E7.1) |
| | PE.1.PA.5 | Rolls with either a narrow or curled body shape. (S1.E9.1) |
| | PE.1.PA.6 | Differentiates between fast and slow speeds. (S2.E3.1a) |
| | PE.1.PA.7 | Differentiates between strong and light force. (S2.E3.1b) |
| | PE.1.PA.8 | Demonstrates consistently the ability to move in open space without contacting other people or objects. |

PHYSICAL FITNESS

Essential Question: Why is it important to achieve and maintain a healthy level of physical fitness?

Big Idea: Physical fitness enhances our social, emotional, spiritual, mental, and physical well-being, and prepares us for service to others.

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| Knowledge | PE.1.PF.1 | Discusses the benefits of being active and exercising and/or playing. (S3.E1.1) |
| | PE.1.PF.2 | Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity. (S3.E3.1) |
| Participation | PE.1.PF.3 | Actively engages in physical education class. (S3.E2.1) |
| | PE.1.PF.4 | Responds to God's love by using physical gifts to serve others. |
| Assessment | PE.1.PF.5 | Participates in health-related fitness activities. |

PHYSICAL EDUCATION

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| Nutrition | PE.1.PF.6 | Differentiates between healthy and unhealthy foods. (S3.E6.1) |
| RESPONSIBLE BEHAVIOR | | |
| <p>Essential Question: Why should we show kindness and respect to each other during physical activity? Big Idea: We show respect for ourselves and others because we recognize that we are God’s creation.</p> | | |
| Personal Responsibility | PE.1.RB.1 | Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) |
| | PE.1.RB.2 | Follows the rules and parameters of the learning environment. (S4.E2.1) |
| | PE.1.RB.3 | Responds appropriately to general feedback from the teacher. (S4.E3.1) |
| | PE.1.RB.4 | Practices Christ-like principles in interactions with others. |
| | PE.1.RB.5 | Works independently with others in a variety of class environments (e.g., small and large groups). (S4.E4.1) |
| | PE.1.RB.6 | Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly). |
| | PE.1.RB.7 | Consistently puts forth best effort in every task. |
| Rules and Safety | PE.1.RB.8 | Exhibits the established routines for class activities. (S4.E5.1) |
| | PE.1.RB.9 | Follows teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1) |
| VALUES HEALTH | | |
| <p>Essential Question: Why is it important to value physical activity in our lives? Big Idea: We value physical activity because God’s ideal for quality living includes a healthy lifestyle.</p> | | |
| Health | PE.1.VH.1 | Recognizes that God’s ideal for quality living includes a healthy lifestyle. |
| | PE.1.VH.2 | Identifies physical activity as a component of good health. (S5.E1.1) |
| | PE.1.VH.3 | Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies. |
| | PE.1.VH.4 | With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being. |
| Challenge | PE.1.VH.5 | Tries new physical activities. |
| | PE.1.VH.6 | Recognizes that challenge in physical activities can lead to success. (S5.E2.1) |
| Self-expression and Enjoyment | PE.1.VH.7 | Describes positive feelings that result from participating in physical activities. (S5.E3.1a) |
| | PE.1.VH.8 | Discusses personal reasons (e.g., the “why”) for enjoying physical activities. (S5.E3.1b) |
| | PE.1.VH.9 | Identifies the positive social interactions that come when engaged with others in physical activity. |

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| LIFE SCIENCES | | |
| <p>Essential Question: How do living organisms give evidence of God as the Designer, Creator, and Sustainer of life? Big Idea: The complexity, order, and design of living organisms provide strong evidence of God as the Designer, Creator and Sustainer of life.</p> | | |
| Molecules to Organisms: Structures and Processes | S.K-2.LS.1 | Use observations to describe patterns (e.g., animals need to take in food but plants do not, different kinds of food needed by different types of animals, requirement of plants to have light, all living things need water) of what plants and animals (including humans) need to survive. (K-LS1-1) |

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

HEALTH SCIENCES

Essential Question: Why does God want human beings to choose to have a healthy mind and body?
Big Idea: God designed a plan for healthful living that leads to optimum spiritual, physical, mental, and emotional health.

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

EARTH AND SPACE SCIENCES

Essential Question: How do the structure and physical phenomena of Earth and space provide evidence of God as Designer, Creator, and Sustainer of the universe?
Big Idea: The structure and processes of Earth and space are organized and governed by natural laws that give evidence of God as Designer, Creator, and Sustainer.

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| Earth's Systems | S.K-2.ES.1 | Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1) |
| | S.K-2.ES.2 | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (K-ESS2-2) |
| | S.K-2.ES.3 | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. (2-ESS2-1) |

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

PHYSICAL SCIENCES

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

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

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| Matter and Its Interactions | S.K-2.PS.1 | Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (e.g., color, texture, hardness, flexibility). (2-PS1-1) |
| | S.K-2.PS.2 | Analyze data obtained from testing different materials to determine which materials have the properties (e.g., strength, flexibility, hardness, texture, absorbency) that are best suited for an intended purpose. (2-PS1-2) |
| | S.K-2.PS.3 | Make observations to construct an evidence based account of how an object made of a small set of pieces (e.g., blocks, building bricks, other assorted small objects) can be disassembled and made into a new object. (2-PS1-3) |
| | S.K-2.PS.4 | Construct an argument with evidence that some changes caused by heating or cooling can be reversed (e.g., water, butter) and some cannot (e.g., cooking an egg, freezing a plant leaf, heating paper). (2-PS1-4) |
| Motion and Stability: Forces and Interactions | S.K-2.PS.5 | Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls (e.g., string attached to an object being pulled, pushing an object, stopping a rolling ball, two objects colliding and pushing on each other) on the motion of an object. (K-PS2-1) |
| | S.K-2.PS.6 | Analyze data to determine if a design solution (e.g., ramp to increase speed of an object, structure that causes an object to turn) works as intended to change the speed or direction of an object with a push or a pull. (K-PS2-2) |
| Energy | S.K-2.PS.7 | Make observations to determine the effect of sunlight on Earth's surface (e.g., sand, soil, rocks, water). (K-PS3-1) |
| | S.K-2.PS.8 | Use tools and materials to design and build a structure (e.g., umbrellas, canopies, tents) that will reduce the warming effect of sunlight on an area. (K-PS3-2) |
| Waves and their Applications in Technologies for Information Transfer | S.K-2.PS.9 | Plan and conduct investigations to provide evidence that vibrating materials (e.g., tuning forks, plucking a stretched string) can make sound and that sound can make materials vibrate (e.g., holding a piece of paper near a speaker, holding an object near a vibrating tuning fork). (1-PS4-1) |

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

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

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

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

CULTURE

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

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

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| | <p>SS.K-4.C.1</p> <p>SS.K-4.C.2</p> <p>SS.K-4.C.3</p> <p>SS.K-4.C.4</p> <p>SS.K-4.C.5</p> <p>SS.K-4.C.6</p> | <p>Define culture as referring to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KE 1.1)</p> <ul style="list-style-type: none"> • Ask and find answers to questions related to culture in the contexts of school, community, state, and region. (PE 1.1) <p>Identify concepts such as: similarities, differences, beliefs, values, cohesion, and diversity. (KE 1.2)</p> <p>Tell how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living. (KE 1.3)</p> <ul style="list-style-type: none"> • Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. (PE 1.2) <p>Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.</p> <p>Explain how culture may change in response to changing needs and concerns. (KE 1.4)</p> <ul style="list-style-type: none"> • Give examples of how information and experiences may be interpreted differently by people from different cultural groups. (PE 1.3) <p>Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5)</p> <ul style="list-style-type: none"> • Describe the value of both cultural unity and diversity within and across groups. (PE 1.4) |
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SOCIAL STUDIES

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| SS.K-4.C.7 | Recall how peoples from different cultures develop different values and ways of interpreting experience. (KE1.6) |
| | <ul style="list-style-type: none"> • Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5) |
| SS.K-4.C.8 | Identify the influence of Seventh-day Adventist heritage on culture. |

TIME, CONTINUITY, AND CHANGE

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

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

PEOPLE, PLACES, AND ENVIRONMENTS

Essential Question: How does God respond to man-made changes in the environment and their impact on human life?
Big Idea: The damage that sin has done to the earth causes God pain and injures humans; however, God, who created and sustains the world, has promised to restore the Earth and humans to their original harmony.

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| SS.K-4.PPE.1 | Explain that the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. (KE 3.1) |
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SOCIAL STUDIES

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

INDIVIDUAL DEVELOPMENT AND IDENTITY

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

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

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| SS.K-4.IDI.1 | Discuss how the study of individual development and identity helps us know who we are and how we change. (KE 4.1) |
| SS.K-4.IDI.2 | Identify the qualities that make individuals unique and equip them for their place in God's overall plan. |
| SS.K-4.IDI.3 | Define concepts such as: growth, change, learning, self, family, and groups. (KE 4.2) <ul style="list-style-type: none"> • Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2) |
| SS.K-4.IDI.4 | Explain how individuals have characteristics that are both distinct from and similar to those of others. (KE 4.3) |
| SS.K-4.IDI.5 | Compare the Biblical account of the beginning of civilization to that of the evolutionary viewpoint. |
| SS.K-4.IDI.6 | Describe how individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems. (KE 4.4) |
| SS.K-4.IDI.7 | Develop a respect for others including senior citizens and individuals with disabilities. <ul style="list-style-type: none"> • Ask and find answers to questions about how individual identity forms and changes. (PE 4.1) |
| SS.K-4.IDI.8 | Examine how individuals change over time. (KE 4.5) |

SOCIAL STUDIES

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

INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

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

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

POWER, AUTHORITY, AND GOVERNANCE

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

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

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

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

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

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

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

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

SOCIAL STUDIES

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

SCIENCE, TECHNOLOGY, AND SOCIETY

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

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

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

GLOBAL CONNECTIONS

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

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

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

SOCIAL STUDIES

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

CIVIC IDEALS AND PRACTICES

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

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

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

TECHNOLOGY

DIGITAL LEARNING

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

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

TECHNOLOGY

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

DIGITAL FLUENCY

Essential Question: Why should we excel in the understanding and use of digital technology resources?
Big Idea: The proficient use of digital technology provides us with the opportunity to develop academically, socially, and spiritually.

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

DIGITAL CITIZENSHIP

Essential Question: How can we be safe and responsible citizens in the online community while honoring God?
Big Idea: We honor God when we respect and collaborate with others while practicing personal safety in the global internet community.

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