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## OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping

## COURSE FOCUS [Apply the following for each content standard.]

- ECN.1 Identify SDA Christian principles and values in correlation with social studies.
  - ECN.1.1 Recognize God's purpose in the dynamics of human history.
  - ECN.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
  - ECN.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - ECN.1.4 Equip students with a Christian approach toward social issues.

## COURSE ABILITIES [Apply the following to each content standard.]

- ECN.2 Develop abilities in social studies.
  - ECN.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
  - ECN.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
  - ECN.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- ECN.3 Be able to apply social studies knowledge and skills.
  - ECN.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
  - ECN.3.2 Identify key concepts and themes.
  - ECN.3.3 Demonstrate an appreciation of life through diverse perspectives.
  - ECN.3.4 Correlate relevant concepts from past to present.

## COURSE CONTENT: Key Elements and Concepts, Personal Application, Literacy, Impact of Themes [Understand, explore, analyze, apply.]

- ECN.4 Be able to understand common terms, concepts, and economic reasoning.
  - ECN.4.1 Identify key terms (scarcity, stewardship, inflation, recession, etc.).
  - ECN.4.2 Demonstrate understanding of basic concepts (supply and demand, free enterprise system, business cycle, etc.).
  - ECN.4.3 Examine how government organizations monitor and regulate the economy through fiscal policy.
  - ECN.4.4 Compare and contrast the different economic systems.
  - ECN.4.5

# Social Studies Standards—U.S. Government

## COURSE FOCUS [Apply the following for each content standard.]

- USG.1 Identify SDA Christian principles and values in correlation with social studies.
  - USG.1.1 Recognize God's purpose in the dynamics of human history.
  - USG.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
  - USG.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - USG.1.4 Equip students with a Christian approach toward social issues.

## COURSE ABILITIES [Apply the following to each content standard.]

- USG.2 Develop abilities in social studies.
  - USG.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
  - USG.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
  - USG.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- USG.3 Be able to apply social studies knowledge and skills.
  - USG.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
  - USG.3.2 Identify key concepts and themes.
  - USG.3.3 Demonstrate an appreciation of life through diverse perspectives.
  - USG.3.4 Correlate relevant concepts from past to present.

## COURSE CONTENT: Historical Inquiry and Analysis, Historical Literacy, Responsible Citizenship, Impact of Political Concepts [Understand, explore, analyze, apply.]

- USG.4 Be able to conduct historical inquiry and analysis to develop an understanding of government.
  - USG.4.1 Evaluate God's continuous role in the dynamics of United States government.
  - USG.4.2 Study the need for order in society and the forms of government that meet that need.
  - USG.4.3 Identify key people, events, and processes of government (electoral process, taxation, etc.).
  - USG.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).
  - USG.4.5 Trace the progression of historical events and their influence on government (political parties, Supreme Court decisions, civil rights, etc.).
  - USG.4.6 Distinguish key domestic and foreign policies and their causes/effects (military conflict, racial conflicts, economic issues, geographic impact, social unrest, etc.).
  - USG.4.7 Synthesize the influence of historic documents that impact the framework of the government.
- USG.5 Be able to utilize various literacy skills for interpreting historical data.
  - USG.5.1 Examine how primary documents establish the three branches of government and define the powers of the federal, state, and local governments.
  - USG.5.2 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
  - USG.5.3 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
  - USG.5.4 Identify bias in written, oral, or visual material (yellow journalism, TV and radio, cartoons, etc.).
  - USG.5.5 Communicate information logically using basic language arts skills.
- USG.6 Be able to appreciate the rights and responsibilities of citizenship in a diverse society.
  - USG.6.1 Understand the individual's civic responsibilities (voting, military service, public service, etc.).
  - USG.6.2 Accept the reality of contrasting cultural and ideological viewpoints.
  - USG.6.3 Recognize the necessity of compromise in balancing the majority rule and an insistence upon minority rights.
- USG.7 Be able to assess and integrate political concepts into practical applications.
  - USG.7.1 Evaluate issues and their influence (immigration/naturalization, environmentalism, etc.).
  - USG.7.2 Analyze and defend positions on the influence of the media and technology on public opinion.
  - USG.7.3 Examine the role and influence of the United States as a world power.
  - USG.7.4 Relate key influences and themes to past, present, and possible future events.

## COURSE FOCUS [Apply the following for each content standard.]

- USH.1 Identify SDA Christian principles and values in correlation with social studies.
  - USH.1.1 Recognize God's purpose in the dynamics of human history.
  - USH.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
  - USH.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - USH.1.4 Equip students with a Christian approach toward social issues.

## COURSE ABILITIES [Apply the following to each content standard.]

- USH.2 Develop abilities in social studies.
  - USH.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
  - USH.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
  - USH.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- USH.3 Be able to apply social studies knowledge and skills.
  - USH.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
  - USH.3.2 Identify key concepts and themes.
  - USH.3.3 Demonstrate an appreciation of life through diverse perspectives.
  - USH.3.4 Correlate relevant concepts from past to present.

## COURSE CONTENT: Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes [Understand, explore, analyze, apply.]

- USH.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.
  - USH.4.1 Evaluate God's continuous role in the dynamics of United States history.
  - USH.4.2 Study the factors that led to the founding of the United States.
  - USH.4.3 Identify key people and events.
  - USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, scientific)19.8 (ic)9.8 (s (.))79.8 (-1.333)7d ((U)3

## COURSE FOCUS [Apply the following for each content standard.]

- GEO.1 Identify SDA Christian principles and values in correlation with social studies.
  - GEO.1.1 Recognize God's purpose in the dynamics of human history.
  - GEO.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
  - GEO.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - GEO.1.4 Equip students with a Christian approach toward social issues.

## COURSE ABILITIES [Apply the following to each content standard.]

- GEO.2 Develop abilities in social studies.
  - GEO.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
  - GEO.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
  - GEO.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- GEO.3 Be able to apply social studies knowledge and skills.
  - GEO.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
  - GEO.3.2 Identify key concepts and themes.
  - GEO.3.3 Demonstrate an appreciation of life through diverse perspectives.
  - GEO.3.4 Correlate relevant concepts from past to present.

## COURSE CONTENT: Elements of Geography, Geographic Literacy, Impact of Physical Geography, Relationships Between Diverse Cultures, Impact of Themes [Understand, explore, analyze, apply.]

- GEO.4 Be able to identify and understand key elements of geography.
  - GEO.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.
  - GEO.4.2

# Social Studies Standards—World History

## COURSE FOCUS [Apply the following for each content standard.]

- WHS.1 Identify SDA Christian principles and values in correlation with social studies.
  - WHS.1.1 Recognize God's purpose in the dynamics of human history.
  - WHS.1.2 Explore God's role in the political, social, economic, and spiritual areas of societies.
  - WHS.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
  - WHS.1.4 Equip students with a Christian approach toward social issues.

## COURSE ABILITIES [Apply the following to each content standard.]

- WHS.2 Develop abilities in social studies.
  - WHS.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
  - WHS.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others' experiences).
  - WHS.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- WHS.3 Be able to apply social studies knowledge and skills.
  - WHS.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
  - WHS.3.2 Identify key concepts and themes.
  - WHS.3.3 Demonstrate an appreciation of life through diverse perspectives.
  - WHS.3.4 Correlate relevant concepts from past to present.

## COURSE CONTENT: Historical Inquiry and Analysis, Flow of Time and Events, Historical Literacy, Diversity of Culture, Impact of Historical Themes [Understand, explore, analyze, apply.]

- WHS.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.
  - WHS.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.
  - WHS.4.2 Investigate the origin and formation of civilizations.
  - WHS.4.3 Identify key people and events.
  - WHS.4.4 Examine the origins and influence of ideas (social, religious, philosophical, political, etc.).
  - WHS.4.5 Distinguish key conflicts/resolutions and their causes/effects.
- WHS.5 Be able to understand the flow of time and events, including God's involvement and biblical prophecy.
  - WHS.5.1 Trace the logical progression of historical events.
  - WHS.5.2 Form valid generalizations about various eras in time.
  - WHS.5.3 Relate key influences and themes to past, present, and possible future events.
  - WHS.5.4 Recognize that while change occurs over time, there is continuity to the basic structure of societies.
- WHS.6 Be able to utilize various literacy skills for interpreting historical data.
  - WHS.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
  - WHS.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
  - WHS.6.3 Identify bias in written, oral, or visual material.
  - WHS.6.4 Communicate information logically using basic language arts skills.
- WHS.7 Be able to recognize the significant roles and contributions of the world's diverse cultures.
  - WHS.7.1 Develop an appreciation for diversity through an exposure to various cultures.
  - WHS.7.2 Differentiate between myths and facts related to prejudicial notions.
  - WHS.7.3 Understand the influence of geography in cultural development.
  - WHS.7.4 Recognize an individual role in fostering the strength of cultural diversity.
  - WHS.7.5 Analyze examples of how the arts and architecture reflect the history of diverse cultures.
- WHS.8 Be able to assess and integrate the impact of historical events into practical and spiritual applications.
  - WHS.8.1 Identify global trends and evaluate their influence on world cultures.
  - WHS.8.2 Connect developments in science and technology with the growth of industrial economies.
  - WHS.8.3 Reevaluate information in light of new insights and discoveries.
  - WHS.8.4 Apply lessons of historical patterns through practical applications.

## DEVELOPMENT COMMITTEE MEMBERS

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**Seventh-day Adventist Educ**  
A JOURNEY TO EXCELLENCE