

# ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE K

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS



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.

<b>History of the Bible</b>	B.K.BF.1	Describe how children studied the Bible in Old and New Testament times. (1)
	B.K.BF.2	Recognize that the original Bible was not written in English. (1)
	B.K.BF.3	Determine that God worked through people to write the Bible over a long period of time. (1)
	B.K.BF.4	Demonstrate reverence and honor for the Bible because it is God’s word. (1)
<b>Organization of the Bible</b>	B.K.BF.5	Discover the way the Bible is organized (e.g., Old and New Testaments, books, chapters, verses). (1)
	B.K.BF.6	Explore a variety of Bible passages from different genre (e.g., poetry, prose). (1)
	B.K.BF.7	Show how stories in the Bible point to Jesus and His love for us. (1, 4, 9, 10)
<b>Bible Study Skills</b>	B.K.BF.8	Explore how studying the Bible leads to knowing God. (1, 2, 3, 4, 5)
	B.K.BF.9	With prompting, ask and answer questions about key details in Bible passages. (8)
	B.K.BF.10	Develop the habit of praying before Bible study. (11)
	B.K.BF.11	With prompting, identify the main idea of a Bible story and retell key details. (8)
	B.K.BF.12	Memorize passages of Scripture. (1)
	B.K.BF.13	Discover what the Bible tells us about God. (1, 8, 11)
	B.K.BF.14	Make connections between Bible stories and personal life experiences. (8, 11)
	B.K.BF.15	Develop the habit of listening to and learning from the Bible daily. (1, 8, 11)
	B.K.BF.16	With support, describe the cultural contexts for Bible stories and passages. (1)
	B.K.BF.17	With support, use a globe and maps to identify places and events in Bible stories. (1)
B.K.BF.18	Participate in group discussions about Bible stories. (1)	

### 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.

## BIBLE

<b>Creation</b>	<p>B.K.BK.1 Identify the Godhead as the Creator of all living things. (2-6)</p> <p>B.K.BK.2 Describe how God’s original creation was perfect and showed His love. (6)</p> <p>B.K.BK.3 Recall the events of Creation week. (6, 20, 23)</p> <p>B.K.BK.4 Distinguish the Sabbath, the seventh day of Creation week, as God’s gift of love to us for rest, worship, and fellowship. (6, 20)</p> <p>B.K.BK.5 Recognize that we are created in God’s image. (2, 6)</p> <p>B.K.BK.6 Explain that we were created to be a part of God’s family. (6)</p> <p>B.K.BK.7 Explore ways in which we can take responsibility to care for the world God created. (6, 21)</p>
<b>Fall</b>	<p>B.K.BK.8 Describe how sin began. (8)</p> <p>B.K.BK.9 Identify Satan as the author of all suffering and evil in the world. (2, 8)</p> <p>B.K.BK.10 Explain that, before sin began, God had a plan for saving us and continues to love us in spite of our sin. (8)</p> <p>B.K.BK.11 Relate that because of sin many bad things happen in our world. (7, 8)</p> <p>B.K.BK.12 Recognize that God created us with freedom of choice so that we can choose to do good or evil. (7, 8, 26)</p> <p>B.K.BK.13 Describe the results of sin. (8, 9, 26)</p>
<b>Redemption</b>	<p>B.K.BK.14 Tell how God loves us so much that He gave His Son Jesus to die for all. (8, 9)</p> <p>B.K.BK.15 Recognize that because of Jesus’ sacrifice, all can receive God’s gift of eternal life. (9, 10, 24)</p> <p>B.K.BK.16 List the parts of the sanctuary and describe the services of the sanctuary. (10, 11, 24)</p> <p>B.K.BK.17 Identify Bible stories that show God’s love for people even when they disobeyed Him. (1, 19)</p> <p>B.K.BK.18 Distinguish the role of the prophet as one who speaks for God. (17, 18)</p> <p>B.K.BK.19 Recall the major events in the life of Jesus (e.g., birth, life, death, resurrection). (9, 10, 11)</p> <p>B.K.BK.20 Recognize what the teachings of Jesus tell us about the character of God and the kingdom of Heaven. (3, 4)</p> <p>B.K.BK.21 Identify baptism and the cross as symbols of redemption and recognize their meanings. (15, 16)</p>
<b>Re-Creation</b>	<p>B.K.BK.22 Relate that God’s plan was that no sin ever occur and that He promises to make our world new when Jesus comes. (6, 7, 8, 28)</p> <p>B.K.BK.23 Tell how God wants us to be good examples to others. (11, 22)</p> <p>B.K.BK.24 Name and practice the Fruit of the Spirit. (5, 17, 18, 22)</p> <p>B.K.BK.25 Tell what Jesus has told us to expect before His Second Coming. (8, 13, 24, 25, 26)</p> <p>B.K.BK.26 Relate the message Jesus wants us to share with others before He comes. (13)</p> <p>B.K.BK.27 Identify Jesus’ Second Coming as a fulfillment of His promise to His followers. (13, 25)</p> <p>B.K.BK.28 Identify Bible stories that show God has power to raise the dead. (2, 25, 26)</p> <p>B.K.BK.29 Describe Heaven and the New Earth. (27, 28)</p>

### 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.

<b>Knowledge of God</b>	<p>B.K.RG.1 Identify the three members of the Godhead. (2, 3, 4, 5)</p> <p>B.K.RG.2 Recognize that God is everywhere, all-powerful, and all-knowing. (2, 3, 4, 5)</p> <p>B.K.RG.3 Describe the work that God gives His angels to do. (8, 25, 26)</p> <p>B.K.RG.4 Retell Bible stories that show God is love. (3)</p> <p>B.K.RG.5 Give examples of how God’s character is revealed throughout the Bible. (1, 2, 3)</p>
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## BIBLE

	B.K.RG.6	Show how God’s law demonstrates His love and care for us. (19)
	B.K.RG.7	Discover what nature tells us about God the Creator. (6, 21)
<b>Acceptance of Salvation and Grace</b>	B.K.RG.8	Tell that because we are sinners, we need God’s forgiveness. (9, 10)
	B.K.RG.9	Consider an invitation to accept Jesus as a personal Savior and trust Him as Lord. (10, 15)
<b>Development of Christian Character</b>	B.K.RG.10	Recognize that Jesus sends the Holy Spirit to change our hearts and to help us become more like Him. (2, 5, 11)
	B.K.RG.11	Accept that the Bible helps us to make right choices in our daily living. (1, 11, 19)
	B.K.RG.12	Relate that we show our love for God by obeying His law of love. (10, 11, 15, 19, 22)
	B.K.RG.13	Tell stories from the Bible that show God’s grace. (7, 10, 11)
	B.K.RG.14	Recall stories in the Bible that show how God answers prayer. (1, 11)
	B.K.RG.15	Give examples of God’s leading in our individual lives. (22)
	B.K.RG.16	Recognize and experience the benefit of growing in Jesus through worship together. (11, 12)
	B.K.RG.17	Explain that we can develop a personal connection with God by talking and listening to Jesus in prayer. (1, 11)
	B.K.RG.18	Participate in prayer and worship of God. (11, 12, 14, 20)
<b>Commitment to Relationship with God</b>	B.K.RG.19	Experience daily time alone with God. (11)
	B.K.RG.20	Identify the Sabbath as a time of joy and celebration and keeping the Sabbath holy as a sign of our love for God. (6, 20)
	B.K.RG.21	Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
	B.K.RG.22	Recognize that baptism expresses our commitment to God. (11, 15)
	B.K.RG.23	Tell how taking care of my body and mind helps me grow in my relationship with God. (11, 22)
	B.K.RG.24	Relate that God wants us to take care of the gifts He has given us (e.g., nature, money, time, talents). (21)
	B.K.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.

<b>Caring for Self</b>	B.K.RO.1	Recognize that I am valuable because I am a child of God. (7)
	B.K.RO.2	Examine the consequences of wise and unwise choices. (11, 22)
	B.K.RO.3	Describe how our bodies are the temple of God. (22)
	B.K.RO.4	Practice treating others as we would like to be treated. (22)
	B.K.RO.5	Identify the emotions of characters in Bible stories, and tell how these emotions guided their thinking and behavior. (7, 22)
	B.K.RO.6	Relate that accepting God’s forgiveness prepares us to forgive others. (9, 10, 11)
	B.K.RO.7	Explain why it is more important to do what is right than to do what others may want us to do. (22)
	B.K.RO.8	Tell how knowing Jesus and caring for ourselves prepares us to help others. (22)
<b>Caring for Others</b>	B.K.RO.9	Retell stories that demonstrate how Jesus was a friend to others. (14, 22)
	B.K.RO.10	Demonstrate proper verbal and non-verbal responses to positive and negative feelings. (7, 11, 22)
	B.K.RO.11	Show kindness to people who are different or who make us unhappy. (7, 11, 22)

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<b>Learning Through Service</b>	<p>B.K.RO.12      Develop a desire to help others. (11, 13)</p> <p>B.K.RO.13      Discover ways to be helpful in the home. (21, 23)</p> <p>B.K.RO.14      With support, participate in local service opportunities. (11, 13)</p>
<b>Sharing Faith</b>	<p>B.K.RO.15      Relate that every follower of Jesus is called to have a part in telling the world about Him. (13, 17, 21)</p> <p>B.K.RO.16      Recognize that God gives special gifts and talents to everyone. (17)</p> <p>B.K.RO.17      Identify a spiritual gift or talent that Jesus has given me. (17)</p> <p>B.K.RO.18      Tell how Biblical characters witnessed to their faith. (1)</p> <p>B.K.RO.19      Describe various ways of witnessing. (11, 13, 22)</p>

## 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.

<b>Church History</b>	<p>B.K.AH.1      Describe how God loves His church and the special role that He intends the church to play. (12, 18)</p> <p>B.K.AH.2      With prompting, retell the story of how the Seventh-day Adventist Church began. (12, 18)</p> <p>B.K.AH.3      Recognize that the Seventh-day Adventist Church bases its faith entirely on the Bible. (1, 12)</p> <p>B.K.AH.4      Summarize the two fundamental beliefs reflected in the name “Seventh-day Adventist.” (20, 25)</p> <p>B.K.AH.5      Discover that hospitals, book publishers, and schools developed as part of the ministry of the Seventh-day Adventist Church. (13, 17)</p> <p>B.K.AH.6      Determine that the Seventh-day Adventist Church continues to grow. (12)</p>
<b>Spirit of Prophecy</b>	<p>B.K.AH.7      With prompting, retell stories from Ellen White’s life. (18)</p> <p>B.K.AH.8      Tell how Ellen White obeyed God’s calling to become His messenger. (18)</p> <p>B.K.AH.9      Discover that God inspired Ellen White to write a variety of letters, articles, and books. (18)</p> <p>B.K.AH.10      Explore a selection of developmentally appropriate Ellen White resources. (18)</p>
<b>Church Structure and Governance</b>	<p>B.K.AH.11      Identify individuals who are responsible for the local church (e.g., pastor, elder, deacon/deaconess, Sabbath School teachers, etc.). (12, 13, 14)</p> <p>B.K.AH.12      Observe that children can have an active role in the church. (14)</p> <p>B.K.AH.13      Tell how God gave us all things and He asks us to return a part back to Him called tithe. (21)</p> <p>B.K.AH.14      Relate that Sabbath School is where children can go to learn more about Jesus on Sabbath. (11, 1)</p>
<b>Current Thought Shapers</b>	<p>B.K.AH.15      Discuss an age-appropriate Adventist publication. (17)</p>

## 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.

<b>Creating</b>	<p>FA.K.MA.1      Identify God as the Creator.</p>
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## FINE ARTS

	<p>FA.K.MA.2 Discover and share ideas for media artworks using play and experimentation. (MA:Cr1.1.K)</p> <p>FA.K.MA.3 With guidance, use ideas to form plans or models for media arts productions. (MA:Cr2.1.K)</p> <p>FA.K.MA.4 Form and capture content for expression and meaning in media arts production. (MA:Cr3.1.Ka)</p> <p>FA.K.MA.5 Make changes to the content, form, or presentation of media artworks and share results. (MA:Cr3.1.Kb)</p>
<b>Producing</b>	<p>FA.K.MA.6 With guidance, express media arts skills to the fullest extent always showing honor to God.</p> <p>FA.K.MA.7 With guidance, combine art forms and media content (e.g., movement, video) to form media artworks. (MA:Pr4.1.K)</p> <p>FA.K.MA.8 Identify and demonstrate basic skills (e.g., handling tools, making choices, cooperating in creating media artworks). (MA:Pr5.1.Ka)</p> <p>FA.K.MA.9 Identify and demonstrate creative skills (e.g., performing, within media arts productions). (MA:Pr5.1.Kb)</p> <p>FA.K.MA.10 Practice, discover, and share how media arts tools work. (MA:Pr5.1.Kc)</p> <p>FA.K.MA.11 With guidance, identify the purpose in presenting media artworks. (MA:Pr6.1.Ka)</p> <p>FA.K.MA.12 With guidance, identify and share reactions to the presentation of media artworks. (MA:Pr6.1.Kb)</p>
<b>Responding</b>	<p>FA.K.MA.13 Share Christian principles when making connections with media artworks.</p> <p>FA.K.MA.14 Recognize and share components and meaning in media artworks. (MA:Re7.1.Ka)</p> <p>FA.K.MA.15 Recognize and share how a variety of media artworks create different experiences. (MA:Re7.1.Kb)</p> <p>FA.K.MA.16 With guidance, share observations regarding a variety of media artworks. (MA:Re8.1.K)</p> <p>FA.K.MA.17 Share appealing qualities and possible changes in media artworks. (MA:Re9.1.K)</p>
<b>Connecting</b>	<p>FA.K.MA.18 Identify and discuss that all talents and gifts come from God.</p> <p>FA.K.MA.19 Use personal experiences and choices in making media artworks. (MA:Cn10.1.Ka)</p> <p>FA.K.MA.20 Share memorable experiences of media artworks. (MA:Cn10.1.Kb)</p> <p>FA.K.MA.21 With guidance, share ideas in relating media artworks to everyday life. (MA:Cn11.1.Ka)</p> <p>FA.K.MA.22 With guidance, interact safely and appropriately with media arts tools and environments. (MA:Cn11.1.Kb)</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.

<b>Creating</b>	<p>FA.K.VA.1 Based on personal reflection, share how God views the artist.</p> <p>FA.K.VA.2 Engage in exploration and imaginative play with materials. (VA:Cr1.1.Ka)</p> <p>FA.K.VA.3 Work collaboratively in creative art-making when responding to an artistic challenge. (VA:Cr1.2.Ka)</p> <p>FA.K.VA.4 In preparation to art-making, build skills in various media through experimentation. (VA:Cr2.1.Ka)</p> <p>FA.K.VA.5 Identify safe and non-toxic art materials, tools, and equipment. (VA:Cr2.2.Ka)</p> <p>FA.K.VA.6 Create art that represents natural and constructed environments. (VA:Cr2.3.Ka)</p> <p>FA.K.VA.7 Create a piece of art and explain the process. (VA:Cr3.1.Ka)</p>
<b>Presenting</b>	<p>FA.K.VA.8 Choose a piece of God’s artwork and explain what it says about the Artist.</p> <p>FA.K.VA.9 Select art objects for a personal portfolio and display, explaining why they were chosen. (VA:Pr4.1.Ka)</p>

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	FA.K.VA.10	Explain the purpose of a portfolio or collection. (VA:Pr5.1.Ka)
	FA.K.VA.11	Explain what an art museum is and distinguish how it differs from other buildings. (VA:Pr6.1.Ka)
<b>Responding</b>	FA.K.VA.12	With guidance, explore a work of art from the perspective of the Adventist worldview.
	FA.K.VA.13	Identify the purpose of art within one's personal environment. (VA:Re7.1.Ka)
	FA.K.VA.14	Describe what an image represents. (VA:Re7.2.Ka)
	FA.K.VA.15	Interpret art by identifying subject matter and describing relevant details. (VA:Re8.1.Ka)
	FA.K.VA.16	Explain reasons for selecting a preferred artwork. (VA:Re9.1.Ka)
<b>Connecting</b>	FA.K.VA.17	With guidance, discuss an artist's depiction of a Bible story.
	FA.K.VA.18	Create art that tells a story about a life experience. (VA:Cr10.1.Ka)
	FA.K.VA.19	Identify a purpose of an artwork. (VA:Cr11.1.Ka)

## 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.

<b>Creating</b>	FA.K.M.1	With guidance, understand that musical expression can be used to glorify God.
	FA.K.M.2	With guidance, explore and experience music concepts (e.g., beat, melodic lines). (MU:Cr1.1.Ka)
	FA.K.M.3	With guidance, generate musical ideas (e.g., movements, vocalizations, instrumental accompaniments, motives). (MU:Cr1.1.Kb)
	FA.K.M.4	With guidance, demonstrate and choose favorite musical ideas. (MU:Cr2.1.Ka)
	FA.K.M.5	With guidance, organize personal musical ideas using iconic notation (e.g., lines, drawings, pictures) and/or recording technology. (MU:Cr2.1.Kb)
	FA.K.M.6	With guidance, apply personal, peer, and teacher feedback in refining one's musical ideas. (MU:Cr3.1.Ka)
	FA.K.M.7	With guidance, demonstrate a final version of one's musical ideas to peers. (MU:Cr3.2.Ka)
<b>Performing</b>	FA.K.M.8	With guidance, explore how musical expression can be used to glorify God and bless others.
	FA.K.M.9	With guidance, demonstrate and state personal interest in varied musical selections. (MU:Pr4.1.Ka)
	FA.K.M.10	With guidance, explore and demonstrate awareness of music contrasts (e.g., high/low, loud/soft, same/different) in a variety of music selected for performance. (MU:Pr4.2.Ka)
	FA.K.M.11	With guidance, demonstrate awareness of expressive qualities (e.g., voice quality, dynamic, tempo) that support the creators' expressive intent. (MU:Pr4.3.Ka)
	FA.K.M.12	With guidance, apply personal, teacher, and peer feedback to refine performances. (MU:Pr5.1.Ka)
	FA.K.M.13	With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. (MU:Pr5.1.Kb)
	FA.K.M.14	With guidance, perform music with expression. (MU:Pr6.1.Ka)
	FA.K.M.15	Perform appropriately for the audience. (MU:Pr6.1.Kb) Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for the context, venue, and genre. (MU:Pr6.1.1-4b)
<b>Responding</b>	FA.K.M.16	With guidance, recognize how one's response to music can draw one closer to God.
	FA.K.M.17	With guidance, list personal interests and experiences and give reasons why musical selections are preferred. (MU:Re7.1.Ka)
	FA.K.M.18	With guidance, demonstrate how a specific music concept (e.g., beat, melodic lines) is used in music. (MU:Re7.2.Ka)

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	FA.K.M.19	With guidance, demonstrate awareness of expressive qualities (e.g., dynamics, tempo) that reflect creators'/performers' expressive intent. (MU:Re8.1.Ka)
	FA.K.M.20	With guidance, apply personal and expressive preferences in the evaluation of music. (MU:Re9.1.Ka)
<b>Connecting</b>	FA.K.M.21	With guidance, recognize the value of hymns, scripture songs, and other spiritual selections as a part of worship.
	FA.K.M.22	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (MU:Cn10.1.K)
	FA.K.M.23	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.K)

### DRAMA

**Essential Question:** How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?

**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.

<b>Creating</b>	FA.K.D.1	With prompting and support, create a Bible skit that shows God's love.
	FA.K.D.2	With prompting and support, create a short drama scene to show how one can share the gospel of Jesus.
	FA.K.D.3	With prompting and support, participate in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). (TH:Cr1.1.Ka)
	FA.K.D.4	With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. (TH:Cr1.1.Kb)
	FA.K.D.5	With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience. (TH:Cr2.1.Ka)
	FA.K.D.6	With prompting and support, express original ideas in dramatic play or a guided drama experience. (TH:Cr2.1.Kb)
	FA.K.D.7	With prompting and support, ask and answer questions in dramatic play or a guided drama experience. (TH:Cr3.1.Ka)
<b>Performing</b>	FA.K.D.8	With prompting and support, discuss and use dramatic play to show how everyday actions can reveal Christlike traits (e.g., kindness, respect, honesty).
	FA.K.D.9	With prompting and support, identify characters and setting in dramatic play or a guided drama experience. (TH:Pr4.1.Ka)
	FA.K.D.10	With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences. (TH:Pr5.1.Ka)
	FA.K.D.11	With prompting and support, explore and experiment with various technical elements (e.g., lighting, sound, projections, music) in dramatic play or a guided drama experience. (TH:Pr5.1.Kb)
	FA.K.D.12	With prompting and support, use voice and sound in dramatic play or a guided drama experience. (TH:Pr6.1.Ka)
<b>Responding</b>	FA.K.D.13	With prompting and support, discuss and use dramatic play to show how Bible characters expressed emotions.
	FA.K.D.14	With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience. (TH:Re7.1.Ka)
	FA.K.D.15	With prompting and support, explore preferences in dramatic play or a guided drama experience. (TH:Re8.1.Ka)
	FA.K.D.16	With prompting and support, name and describe characters and settings in dramatic play or a guided drama experience. (TH:Re8.1.Kb)

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	FA.K.D.17	With prompting and support, actively engage with others in dramatic play or a guided drama experience. (TH:Re9.1.Ka)
<b>Connecting</b>	FA.K.D.18	Listen to or view a story about Ellen White and discuss the different traits of the characters.
	FA.K.D.19	With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience. (TH:Cn10.1.Ka)
	FA.K.D.20	With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience. (TH:Cn11.1.Ka)
	FA.K.D.21	With prompting and support, identify differences in two or more stories through dramatic play or a guided drama experience. (TH:Cn11.2.Ka)
	FA.K.D.22	With prompting and support, tell a short story in dramatic play or a guided drama experience. (TH:Cn11.2.Kb)

## 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.

<b>Print Concepts</b>	LA.K.RF.1	Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print. (RF.K.1a-c)
	LA.K.RF.2	Recognize and name all upper- and lowercase letters. (RF.K.1d)
<b>Phonological Awareness</b>	LA.K.RF.3	Demonstrate understanding of spoken words, syllables, and phonemes (sounds): recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words. (RF.K.2)
<b>Phonics and Word Recognition</b>	LA.K.RF.4	Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words. (RF.K.3)
<b>Fluency</b>	LA.K.RF.5	Read emergent-reader texts with purpose and understanding. (RF.K.4)
	LA.K.RF.6	Begin 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.

<b>Key Ideas and Details</b>	LA.K.RL.1	With prompting, ask and answer questions about key details. (RL.K.1)
	LA.K.RL.2	With prompting, retell familiar stories, including key details. (RL.K.2)
	LA.K.RL.3	With prompting, identify characters, settings, and major events in a story; sequence story events using pictures. (RL.K.3)
<b>Craft and Structure</b>	LA.K.RL.4	With prompting, ask and answer questions about unknown words in a text. (RL.K.4)
	LA.K.RL.5	Recognize common types of texts (e.g., Scripture, storybooks, poems). (RL.K.5)
	LA.K.RL.6	With prompting, name and define the role of the author and illustrator. (RL.K.6)

## LANGUAGE ARTS

<b>Integration of Knowledge and Ideas</b>	LA.K.RL.7	With prompting, describe the relationship between illustrations and the story. (RL.K.7)
	LA.K.RL.8	With prompting, compare and contrast characters (e.g., adventures and experiences). (RL.K.9)
	LA.K.RL.9	Predict story outcomes using picture clues.
	LA.K.RL.10	Make connections between a text and personal life experiences.
	LA.K.RL.11	With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion.
	LA.K.RL.12	Choose literature that reflects the teachings in God’s Word.
<b>Range of Reading and Level of Text Complexity</b>	LA.K.RL.13	Actively engage in group reading activities, including stories and poetry, with purpose and understanding. (RL.K.10)
	LA.K.RL.14	Use picture clues to read a story.
	LA.K.RL.15	With support, read literature for pleasure.

### 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.

<b>Key Ideas and Details</b>	LA.K.RI.1	With prompting, ask and answer questions about key details. (RI.K.1)
	LA.K.RI.2	With prompting, identify the main topic and retell key details. (RI.K.2)
	LA.K.RI.3	With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures. (RI.K.3)
<b>Craft and Structure</b>	LA.K.RI.4	With prompting, ask and answer questions about unknown words in a text. (RI.K.4)
	LA.K.RI.5	Identify the front cover, back cover, and title page of a book. (RI.K.5)
	LA.K.RI.6	With prompting, name and define the role of the author and illustrator. (RI.K.6)
<b>Integration of Knowledge and Ideas</b>	LA.K.RI.7	With prompting, describe the relationship between illustrations and the text. (RI.K.7)
	LA.K.RI.8	With prompting, identify the reasons an author gives to support ideas. (RI.K.8)
	LA.K.RI.9	With prompting, identify similarities and differences between two texts on the same topic. (RI.K.9)
	LA.K.RI.10	Predict outcomes using pictures and illustrations.
	LA.K.RI.11	With prompting, recognize differences between right and wrong, fact and opinion.
	LA.K.RI.12	Choose informational text that affirms the teachings in God’s Word.
<b>Range of Reading and Level of Text Complexity</b>	LA.K.RI.13	Actively engage in group reading activities with purpose and understanding. (RI.K.10)
	LA.K.RI.14	Use picture clues to read information.
	LA.K.RI.15	With support, 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.

<b>Text Types and Purposes</b>	LA.K.W.1	Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite book is...). (W.K.1)
	LA.K.W.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information. (W.K.2)
	LA.K.W.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction. (W.K.3)
	LA.K.W.4	Produce writing that honors God and affirms the teachings in His Word.

## LANGUAGE ARTS

<b>Production and Distribution of Writing</b>	LA.K.W.5	With support, respond to questions and suggestions from peers and add details to strengthen writing. (W.K.5)
	LA.K.W.6	With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing. (W.K.6)
	LA.K.W.7	Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters).
<b>Research to Build and Present Knowledge</b>	LA.K.W.8	Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them). (W.K.7)
	LA.K.W.9	With support, recall experiences or gather information from provided sources to answer a question. (W.K.8)
<b>Range of Writing</b>	LA.K.W.10	With support, write routinely for a range of tasks, purposes, and audiences.

## 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.

<b>Comprehension and Collaboration</b>	LA.K.SL.1	Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges. (SL.K.1)
	LA.K.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.K.2)
	LA.K.SL.3	Ask and answer questions to seek help, get information, or clarify meaning. (SL.K.3)
<b>Presentation of Knowledge and Ideas</b>	LA.K.SL.4	Describe familiar people, places, things, and events and, with prompting, provide additional detail. (SL.K.4)
	LA.K.SL.5	Add visual displays to descriptions as desired. (SL.K.5)
	LA.K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly. (SL.K.6)
	LA.K.SL.7	Give brief oral presentations (e.g., poems, memory verses, songs).
	LA.K.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.

<b>Conventions of Standard English</b>	LA.K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on off, for, of, by, with); produce and expand complete sentences in shared language activities. (L.K.1)
	LA.K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically. (L.K.2)
<b>Vocabulary Acquisition and Use</b>	LA.K.L.3	Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word. (L.K.4)

## LANGUAGE ARTS

	<p><b>LA.K.L.4</b></p> <p><b>LA.K.L.5</b></p>	<p>With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings. (L.K.5)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)</p>
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## 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.

<b>Numbers</b>	K.NO.1	Know number names and count up to 100 by ones and tens. (K.CC.1,2)
	K.NO.2	Read and write numbers 0 to 20. (K.CC.3)
	K.NO.3	Count to tell the number of objects and be able to represent as a written numeral. (K.CC.3,4,5)
	K.NO.4	Compare number of objects between groups; compare written numerals between 1 and 10. (K.CC.6,7)
<b>Place Value</b>	K.NO.5	Begin to organize objects up to 19 into groups of tens and ones. (K.NBT.1)

### 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.

<b>Addition</b>	K.OAT.1	Understand addition as putting together and adding to. (K.OA.1,2)
	K.OAT.2	Represent and solve addition word problems within 10; fluently add within 5. (K.OA.3,4,5)
<b>Subtraction</b>	K.OAT.3	Understand subtraction as taking apart and taking from. (K.OA.1,2)
	K.OAT.4	Represent and solve subtraction word problems within 10; fluently subtract within 5. (K.OA.3,4,5)

### 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.

<b>Measurement</b>	K.M.1	Describe and compare measurable attributes of objects, such as length or weight. (K.MD.1,2)
	K.M.2	Understand that thermometers are used to measure temperature.
<b>Time</b>	K.M.3	Order a sequence of events by time (e.g., before, after, morning, night, seasons).
	K.M.4	Understand that clocks and calendars are used to measure time.

### 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.

<b>Shapes</b>	K.GEO.1	Identify, describe, analyze, and compare two- and three-dimensional shapes (regardless of size or orientation) by size, color, and shape; describe relative positions of objects (e.g., above, beside, behind, nearer, farther). (K.G.1,2,3,4)
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## MATHEMATICS

	<b>K.GEO.2</b>	Create two- and three-dimensional shapes by building or drawing; compose simple shapes to form larger shapes. (K.G.5,6)
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### 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.

<b>Data</b>	<b>K.DSP.1</b>	Classify objects into given categories; count the number of objects in each category and sort the categories by count up to 10. (K.MD.3)
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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.

<b>Locomotor</b>	<b>PE.K.MS.1</b>	Performs locomotor skills (e.g., hopping, galloping, running, sliding) while maintaining balance. (S1.E1.K; S1.E3.K)
<b>Non-locomotor</b>	<b>PE.K.MS.2</b>	Maintains momentary stillness on different body parts. (S1.E7.Ka)
	<b>PE.K.MS.3</b>	Contrasts the actions of curling and stretching. (S1.E10.K)
<b>Manipulative</b>	<b>PE.K.MS.4</b>	Throws underhand with opposite foot forward. (S1.E13.K)
	<b>PE.K.MS.5</b>	Drops a ball and catches it before it bounces twice. (S1.E16.Ka)
	<b>PE.K.MS.6</b>	Catches a large ball tossed by a skilled thrower. (S1.E16.Kb)
	<b>PE.K.MS.7</b>	Dribbles a ball with one hand, attempting the second dribble. (S1.E17.K)
	<b>PE.K.MS.8</b>	Taps a ball using the inside of the foot, sending it forward. (S1.E18.K)
	<b>PE.K.MS.9</b>	Kicks a stationary ball from a stationary position, displaying 2 of the 5 critical elements of a mature kick. (S1.E21.K)
	<b>PE.K.MS.10</b>	Volleys a lightweight object (balloon), sending it upward. (S1.E22.K)
	<b>PE.K.MS.11</b>	Strikes a lightweight object with a paddle or short-handled racket. (S1.E24.K)
	<b>PE.K.MS.12</b>	Executes a single jump with self-turned rope. (S1.E27.Ka)
	<b>PE.K.MS.13</b>	Jumps a long rope with teacher-assisted turning. (S1.E27.Kb)

### 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.

<b>Movement Concepts</b>	<b>PE.K.PA.1</b>	Differentiates between movement in personal self-space and general space. (S2.E1.Ka)
	<b>PE.K.PA.2</b>	Forms wide, narrow, curled, and twisted body shapes. (S1.E7.Kb)
	<b>PE.K.PA.3</b>	Rolls sideways in a narrow body shape. (S1.E9.K)
	<b>PE.K.PA.4</b>	Travels in general space with different speeds (slow, medium, fast). (S2.E3.Ka)
	<b>PE.K.PA.5</b>	Begins to develop 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.

<b>Knowledge</b>	<b>PE.K.PF.1</b>	Identifies active-play opportunities outside physical education class. (S3.E1.K)
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## PHYSICAL EDUCATION

	<b>PE.K.PF.2</b>	Recognizes that when you move fast, your heart beats faster and you breathe faster. (S3.E3.K)
<b>Participation</b>	<b>PE.K.PF.3</b>	Actively participates in physical education class. (S3.E2.K)
	<b>PE.K.PF.4</b>	Responds to God's love by using physical gifts to serve others.
<b>Assessment</b>	<b>PE.K.PF.5</b>	Participates in health-related fitness activities.
<b>Nutrition</b>	<b>PE.K.PF.6</b>	Recognizes that food provides energy for physical activity. (S3.E6.K)

### RESPONSIBLE BEHAVIOR

**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.

<b>Personal Responsibility</b>	<b>PE.K.RB.1</b>	Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K)
	<b>PE.K.RB.2</b>	Acknowledges responsibility for behavior when prompted. (S4.E2.K)
	<b>PE.K.RB.3</b>	Follows instructions/directions when prompted. (S4.E3.K)
	<b>PE.K.RB.4</b>	Practices Christ-like principles in interactions with others.
	<b>PE.K.RB.5</b>	Shares equipment and space with others. (S4.E4.K)
	<b>PE.K.RB.6</b>	Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
	<b>PE.K.RB.7</b>	Consistently puts forth best effort in every task.
<b>Rules and Safety</b>	<b>PE.K.RB.8</b>	Recognizes the established routines for class activities. (S4.E5.K)
	<b>PE.K.RB.9</b>	Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

### VALUES HEALTH

**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.

<b>Health</b>	<b>PE.K.VH.1</b>	Demonstrates God's ideal for healthful living practices (e.g., balanced diet, regular exercise, drinking water).
	<b>PE.K.VH.2</b>	Recognizes that physical activity is important for good health. (S5.E1.K)
	<b>PE.K.VH.3</b>	Understands the value of adequate sleep for optimal health to assist in the building of healthy bodies.
	<b>PE.K.VH.4</b>	With support, recognizes the impact physical health has on mental, emotional, spiritual, and social well-being.
<b>Challenge</b>	<b>PE.K.VH.5</b>	Tries new movement activities.
	<b>PE.K.VH.6</b>	Acknowledges that some physical activities are challenging. (S5.E2.K)
<b>Self-expression and Enjoyment</b>	<b>PE.K.VH.7</b>	Identifies physical activities that are enjoyable. (S5.E3.Ka)
	<b>PE.K.VH.8</b>	Discusses the enjoyment of playing with friends. (S5.E3.Kb)

## SCIENCE

### LIFE SCIENCES

**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.

## SCIENCE

<b>Molecules to Organisms: Structures and Processes</b>	<p>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)</p> <p>S.K-2.LS.2 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>S.K-2.LS.3 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>
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	<p>S.K-2.LS.4 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>S.K-2.LS.5 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants. (2-LS2-2)</p>
<b>Heredity: Inheritance and Variation of Traits</b>	<p>S.K-2.LS.6 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>
<b>Life: Origins, Unity, and Diversity</b>	<p>S.K-2.LS.7 Make observations of plants and animals to compare the diversity of life in different habitats. (2-LS4-1)</p> <p>S.K-2.LS.8 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.

<b>Health Promotion and Disease Prevention</b>	<p>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.</p> <p>S.K-2.HS.2 Demonstrate ways to prevent communicable diseases and reduce accidental injuries.</p> <p>S.K-2.HS.3 Role play how to tell a trusted adult if threatened or harmed.</p>
<b>Health Resources</b>	<p>S.K-2.HS.4 Conduct an investigation to identify health professionals and other adults who can help to promote health.</p>
<b>Healthy Lifestyle Choices</b>	<p>S.K-2.HS.5 Construct an argument that media influences personal decisions relating to healthy choices.</p> <p>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.</p> <p>S.K-2.HS.7 Identify a short term personal health goal and implement a plan to attain that goal.</p> <p>S.K-2.HS.8 Ask questions and obtain information about God's plan for healthy living.</p>

## 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.

<b>Earth's Systems</b>	<p>S.K-2.ES.1 Use and share observations of local weather conditions to describe patterns over time. (K-ESS2-1)</p>
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## SCIENCE

	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
<b>Earth and Human Activity</b>	<p>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)</p> <p>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)</p> <p>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)</p>
<b>Earth's Place in the Universe</b>	<p>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)</p> <p>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)</p> <p>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)</p>

## 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.

<b>Matter and Its Interactions</b>	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
<b>Motion and Stability: Forces and Interactions</b>	<p>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)</p> <p>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)</p>
<b>Energy</b>	<p>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)</p> <p>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)</p>

## SCIENCE

<b>Waves and their Applications in Technologies for Information Transfer</b>	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)
	S.K-2.PS.10	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)
	S.K-2.PS.11	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)
	S.K-2.PS.12	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)

## 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.

<b>Engineering Design</b>	S.K-2.ET.1	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)
	S.K-2.ET.2	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)
	S.K-2.ET.3	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)

## 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.

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

## SOCIAL STUDIES

SS.K-4.C.6	Relate how individuals learn the elements of their culture through interactions with other members of the culture group. (KE 1.5) <ul style="list-style-type: none"> <li>Describe the value of both cultural unity and diversity within and across groups. (PE 1.4)</li> </ul>
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"> <li>Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. (PE 1.5)</li> </ul>
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.

SS.K-4.TCC.1	Explain that the study of the past is the story of communities, nations, and the world. (KE 2.1) <ul style="list-style-type: none"> <li>Ask and find answers to questions related to the past in school, community, state, and regional contexts. (PE 2.1)</li> </ul>
SS.K-4.TCC.2	Define key concepts such as: past, present, future, similarity, difference, and change. (KE 2.2) <ul style="list-style-type: none"> <li>Use a variety of resources to learn about the past. (PE 2.2)</li> </ul>
SS.K-4.TCC.3	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) <ul style="list-style-type: none"> <li>Identify the examples of both continuity and change, as depicted in stories, photographs, and documents. (PE 2.3)</li> </ul>
SS.K-4.TCC.4	Name key people, events, and places associated with the history of the community, nation, and world. (KE 2.4) <ul style="list-style-type: none"> <li>Describe how people in the past lived, and research their values and beliefs. (PE 2.6)</li> </ul>
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	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) <ul style="list-style-type: none"> <li>Describe examples of cause and effect relationships. (PE 2.4)</li> </ul>
SS.K-4.TCC.8	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) <ul style="list-style-type: none"> <li>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)</li> </ul>
SS.K-4.TCC.9	Trace how the origins of the Seventh-day Adventist church are threaded throughout history.
SS.K-4.TCC.10	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) <ul style="list-style-type: none"> <li>Use sources to learn about the past in order to inform decisions about actions on issues of importance today. (PE 2.7)</li> <li>Use historical methods of inquiry and literacy skills to research and present findings. (PE 2.8)</li> </ul>
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.

## SOCIAL STUDIES

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)
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"> <li>• 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)</li> </ul>
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"> <li>• Ask and find answers to geographic questions related to the school, community, state, region, and world. (PE 3.1)</li> </ul>
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"> <li>• 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)</li> </ul>
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.

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"> <li>• Describe your personal characteristics including your interests, capabilities, and perceptions. (PE 4.2)</li> </ul>
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"> <li>• Ask and find answers to questions about how individual identity forms and changes. (PE 4.1)</li> </ul>

## SOCIAL STUDIES

SS.K-4.IDI.8	Examine how individuals change over time. (KE 4.5)
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.

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"> <li>• Ask and find answers to questions about individual, group, and institutional influences. (PE 5.1)</li> <li>• Gather information about groups through such tools as surveys and interviews. (PE 5.7)</li> </ul>
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"> <li>• Describe interactions between and among individuals, groups, and institutions. (PE 5.2)</li> <li>• Identify and describe examples of tensions between and among individuals, groups, and institutions. (PE 5.3)</li> <li>• Explore how membership in more than one group is natural but may cause internal conflicts or cooperation. (PE 5.4)</li> </ul>
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"> <li>• Provide examples of the role of institutions in furthering both continuity and change. (PE 5.5)</li> <li>• Show how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PE 5.6)</li> </ul>
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.

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

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"> <li>• Ask and find answers to questions about power, authority, and governance in the school, community, and state. (PE 6.1)</li> </ul>
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"> <li>• Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. (PE 6.2)</li> <li>• Examine issues involving the richness of unity and diversity as well as conflicts related to unity and diversity. (PE 6.3)</li> </ul>
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"> <li>• 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)</li> </ul>
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.

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"> <li>• Analyze the differences between wants and needs. (PE 7.2)</li> <li>• Examine and evaluate different methods for allocating scarce goods and services in the school and community. (PE 7.4)</li> </ul>
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"> <li>• Evaluate how the decisions that people make are influenced by the trade-offs of different options. (PE 7.3)</li> </ul>
SS.K-4.PDC.7	Identify the characteristics and functions of money and its uses. (KE 7.5) <ul style="list-style-type: none"> <li>• Assess how consumers will react to rising and falling prices for goods and services. (PE 7.5)</li> </ul>
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"> <li>• Identify the points of view expressed in information sources regarding science and technology. (PE 8.6)</li> </ul>   |
| 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"> <li>• Use diverse types of media technology to research and share information. (PE 8.2)</li> </ul>   |
| 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"> <li>• Ask and find answers to questions about the ways in which science and technology affect our lives. (PE 8.1)</li> </ul>   |
| 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"> <li>• Identify examples of science and technology in daily life. (PE 8.3)</li> </ul>   |
| 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"> <li>• Research and evaluate various scientific and technological proposals for addressing real-life issues and problems. (PE 8.7)</li> </ul>   |
| 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"> <li>• Identify examples of the use of science and technology in society as well as the consequences of their use. (PE 8.4)</li> <li>• 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)</li> </ul> |

### 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"> <li>• Ask and find answers to questions about the connections we have to other people and places around the globe. (PE 9.1)</li> <li>• Identify examples of global connections in the individual's community, state, or region. (PE 9.2)</li> <li>• Use maps and databases to look for global patterns, trends, and connections. (PE 9.3)</li> </ul> |
| 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"> <li>• Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. (PE 9.4)</li> </ul>  |
| SS.K-4.GC.3 | Demonstrate an understanding of current world missions of the Seventh-day Adventist church.   |

## SOCIAL STUDIES

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"> <li>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)</li> <li>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)</li> </ul>
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"> <li>Give examples of conflict and cooperation among individuals, groups, and nations in different parts of the world. (PE 9.5)</li> </ul>
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"> <li>Examine the ways in which technology affects global connections. (PE 9.6)</li> </ul>
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.

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"> <li>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)</li> </ul>
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"> <li>Locate, access, organize, and apply information from multiple sources reflecting multiple points of view. (PE 10.3)</li> </ul>
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"> <li>Identify and exercise the rights and responsibilities of citizens. (PE 10.2)</li> </ul>
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"> <li>Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. (PE 10.4)</li> <li>Examine the influence of citizens and officials on policy decisions. (PE 10.7)</li> </ul>
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"> <li>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)</li> <li>Develop a position on a school or local issue, and defend it with evidence. (PE 10.6)</li> </ul>
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

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.

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.

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)