

# ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE 6

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

# 6

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.5-8.BF.1	Trace the history of the English Bible, including reference to the Dead Sea Scrolls and the printing press. (1)
	B.5-8.BF.2	Explain the difference between translations and paraphrases; compare and contrast passages of Scripture from different versions; paraphrase selected passages. (1)
	B.5-8.BF.3	Explain the role of inspiration in the development of the Bible, recognizing that the books of the Bible were written by a variety of authors and reflect their varying personalities and the times in which they lived. (1)
	B.5-8.BF.4	Trace how God preserved the Bible writings throughout history. (1)
<b>Organization of the Bible</b>	B.5-8.BF.5	Locate with confidence specific Bible passages by book, chapter, and verse, understanding the relationship between Old and New Testaments. (1)
	B.5-8.BF.6	Compare and contrast various genres of writing in the Bible (e.g., poetry, narrative, prophecy, history, letters). (1)
	B.5-8.BF.7	Investigate redemption, the central theme of the Bible, in the context of the Great Controversy (creation, fall, redemption, re-creation). (1, 4, 9, 10)
<b>Bible Study Skills</b>	B.5-8.BF.8	Make personal connections between Bible study and daily living, recognizing that Bible study reveals God’s plan for our world and our personal lives. (1, 8, 11)
	B.5-8.BF.9	Cite textual evidence, including a comparison of scripture with scripture, that supports an analysis of what a Bible story/passage says both explicitly and implicitly. (1, 8)
	B.5-8.BF.10	Reflect on the role of prayer and the work of the Holy Spirit in helping us to understand God’s Word. (1, 2, 5, 11)
	B.5-8.BF.11	Analyze the development of a main idea throughout a Bible passage, including its relationship to supporting ideas; connect the passage to one’s personal worldview and discuss with others. (1, 8)
	B.5-8.BF.12	Memorize passages of Scripture. (1)
	B.5-8.BF.13	Investigate what Bible passages reveal about God; identify and share their practical applications for daily life. (1, 8, 11)
	B.5-8.BF.14	Make connections between a Bible passage, personal experience, other reading/viewing selections, and the world around us. (1, 8, 11)

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B.5-8.BF.15	Choose a personal Bible and read it to determine answers to life’s questions and challenges, being careful not to take passages out of context. (1, 8, 11)
B.5-8.BF.16	Interpret the geographical, historical, and cultural contexts of Bible passages. (1)
B.5-8.BF.17	Use a variety of Biblical reference and research materials, both print and digital, to aid in interpreting Bible passages. (1)
B.5-8.BF.18	Develop and practice skills for leading and participating in a peer group Bible study. (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.

<b>Creation</b>	<p>B.5-8.BK.1 Identify the Godhead as the eternal and self-existent Creator, distinguishing the unique roles of God the Father, God the Son, and God the Holy Spirit. (2-6)</p> <p>B.5-8.BK.2 Determine God’s purpose for an orderly, perfect universe that operates on His law of love. (6)</p> <p>B.5-8.BK.3 Explain the importance of a literal 7-day Creation week. (6, 20, 23)</p> <p>B.5-8.BK.4 Investigate what the Creation narrative teaches about Sabbath, marriage, family, and equality. (6, 20, 23)</p> <p>B.5-8.BK.5 Articulate that we are created just a little lower than the angels and in the image of God, fashioned by God’s own hand. (6, 7, 23)</p> <p>B.5-8.BK.6 Cite evidence that supports God’s purpose in creating us. (6)</p> <p>B.5-8.BK.7 Use Biblical references to support how Creation demonstrates God’s love for us and establishes His plan for how we should love Him, serve one another, and care for the Earth. (6, 21)</p>
<b>Fall</b>	<p>B.5-8.BK.8 Trace the beginning of the Great Controversy as a real conflict between Christ and Satan. (8)</p> <p>B.5-8.BK.9 Recognize that evil is the result of sin which is rebellion against God’s law of love, and that evil is a universal problem, affecting every human being and all of Creation. (8)</p> <p>B.5-8.BK.10 Using references, construct an argument that God had a plan for redemption before sin began and continues to love us in spite of our sin. (8, 9)</p> <p>B.5-8.BK.11 Draw conclusions as to why God permitted Satan to live and challenge His authority, and how allowing evil to continue for a time demonstrates God’s love. (8)</p> <p>B.5-8.BK.12 Explain the part that humanity plays in the Great Controversy and why God allows us the freedom of choice to love or reject Him. (8, 26)</p> <p>B.5-8.BK.13 Cite evidence that demonstrates how temptation can lead to sin. (8, 9, 26)</p>
<b>Redemption</b>	<p>B.5-8.BK.14 Cite textual evidence from several sources that Jesus died for all of us, because of our infinite value to Him, to fulfill the plan of redemption developed before Creation. (8, 9)</p> <p>B.5-8.BK.15 Explain Righteousness by Faith, recognizing that salvation may not be achieved by human works but is a result of divine action through God’s gift of grace. (10)</p> <p>B.5-8.BK.16 Discern how the symbolic system of sacrifice foreshadowed God’s plan of salvation and how Jesus is our Substitute. (10, 11, 24)</p> <p>B.5-8.BK.17 Trace the plan of redemption through the Old and New Testaments (e.g., the Exodus, laws, sanctuary, feasts, covenant, Last Supper, Jesus’ death on the cross, resurrection). (1, 9, 16, 19, 20)</p> <p>B.5-8.BK.18 Use the tests of a prophet to clarify the role of prophets (including Ellen White) in reminding people of God’s plan for their redemption. (17, 18)</p> <p>B.5-8.BK.19 Examine how Old Testament prophecies pointed to Jesus, recognizing that in His life and sacrifice, God met the demands of the Law and justified sinners. (9, 10, 11)</p> <p>B.5-8.BK.20 Apply Jesus’ teachings about God and the Kingdom of Heaven to daily living. (4, 11)</p>

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	B.5-8.BK.21	Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)
<b>Re-Creation</b>	B.5-8.BK.22	Support the claim that God’s plan is for us to recognize our fallen state and allow Him to restore us to the Creation ideal. (6, 7, 8)
	B.5-8.BK.23	Discern that the Biblical metaphors (e.g., light, salt) represent the role individuals are called to fulfill in a sinful world. (4, 5, 11, 22)
	B.5-8.BK.24	Analyze and demonstrate the Fruit of the Spirit, recognizing that they are the result of God’s ongoing work in our lives. (5, 10, 17, 18, 22)
	B.5-8.BK.25	Examine end-time prophecies and define the role of the sanctuary as it relates to last day events (e.g., investigative judgment, sanctification). (8, 13, 18, 19, 20, 24, 25)
	B.5-8.BK.26	Analyze the Three Angels’ messages as an integral part of the Gospel Commission. (11, 12, 13)
	B.5-8.BK.27	Investigate the prophecies related to Jesus’ Second Coming and His promise to save us and cleanse the Earth. (24, 25, 26)
	B.5-8.BK.28 B.5-8.BK.29	Compare the Biblical view to other world views concerning death. (25, 26) Investigate the millennium as the thousand-year reign with Christ, recognizing that His final return will culminate in the total eradication of evil and the conclusion of the Great Controversy. (8, 25, 26, 27)

### 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>	B.5-8.RG.1	Explore the nature of the Godhead (e.g., names, attributes, roles). (2, 3, 4, 5)
	B.5-8.RG.2	Analyze examples from the Bible that portray God’s omnipotence, omniscience, and omnipresence. (2, 3, 4, 5)
	B.5-8.RG.3	Cite textual evidence that identifies the role of angels in the Great Controversy. (8, 25, 26)
	B.5-8.RG.4	Explain how the Bible shows that God is seeking a personal relationship with us. (1)
	B.5-8.RG.5	Investigate promises and passages in the Bible that reveal the character of God, and apply these promises to daily living. (1, 3, 4)
	B.5-8.RG.6	Construct an argument based on Scripture to show that God’s law is designed to protect our relationship with Him and others. (19)
	B.5-8.RG.7	Investigate how nature, despite being affected by sin, still speaks to us of God’s love. (6, 21)
<b>Acceptance of Salvation and Grace</b>	B.5-8.RG.8	Explain how repentance, confession, and forgiveness are related, recognizing that God offers forgiveness to those who acknowledge their need, and who ask, believe, and accept it. (9, 10)
	B.5-8.RG.9	Consider an invitation to accept Jesus as Savior and trust Him as Lord, recognizing that this is a personal decision. (10, 15)
<b>Development of Christian Character</b>	B.5-8.RG.10	Recognize the guiding and re-creative role of the Holy Spirit, understanding that God’s process of sanctification will continue until Jesus’ Second Coming. (2, 5, 11, 17, 22)
	B.5-8.RG.11	Accept that the Bible reveals the standard by which we are to live. (1, 11, 19)
	B.5-8.RG.12	Construct an argument supported by evidence that a loving response to God’s offer of salvation is obedience to His commandments. (10, 11, 15, 19, 22)
	B.5-8.RG.13	Support the claim that the better we understand the holiness of God, the more we will recognize our own sinfulness and our need for His grace. (7, 10, 11)
	B.5-8.RG.14	Explore different prayers in the Bible that show how communication with God helps develop Christian character. (1, 11)
	B.5-8.RG.15	Reflect on ways in which God’s leading is evident in our personal life and character development. (22)

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	B.5-8.RG.16	Recognize that worshiping together strengthens our characters and equips us to help others. (11, 12, 14, 20)
	B.5-8.RG.17	Acknowledge that God answers our prayers in a variety of ways, but His primary purpose is to have a relationship with us through prayer. (1, 11)
	B.5-8.RG.18	Participate in prayer and worship of God. (11, 12, 14, 20)
<b>Commitment to Relationship with God</b>	B.5-8.RG.19	Experience daily devotional time alone with God, including prayer, Bible study, and reflection. (11)
	B.5-8.RG.20	Discern the Sabbath as a sign of God's eternal covenant between Him and His people, and a time to rejoice, fellowship, and celebrate Creation and Redemption. (6, 20)
	B.5-8.RG.21	Explore a variety of ways to communicate with God (e.g., prayer, song, journaling, nature). (11)
	B.5-8.RG.22	Recognize various symbols of our commitment to God (e.g., baptism, foot washing, communion) and consider an invitation to be baptized. (15, 16)
	B.5-8.RG.23	Commit to wellness in physical and mental health, understanding that these affect spiritual health. (11, 22)
	B.5-8.RG.24	Investigate and apply the Biblical principles of stewardship. (21)
	B.5-8.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.5-8.RO.1	Compare and contrast true and false concepts of self-worth. (7)
	B.5-8.RO.2	Assess how choices and habits influence spiritual, mental, physical, and social development. (11, 22)
	B.5-8.RO.3	Make life choices that give evidence that our bodies are the temple of God. (22)
	B.5-8.RO.4	Identify and demonstrate important personal values (e.g., honesty, kindness, respect, humility). (22)
	B.5-8.RO.5	Investigate how emotions, motivations, and principles influenced Bible characters' behavior and choices, with applications to our lives today. (7, 22)
	B.5-8.RO.6	Analyze why repentance results in a radical change in attitude toward God and sin, empowering us to forgive others. (9, 10, 11)
	B.5-8.RO.7	Assess and manage the influence of peer relationships in our choices and interests. (22)
	B.5-8.RO.8	Examine how developing a relationship with God and maintaining a balanced life prepares us for the most effective service to others. (22)
<b>Caring for Others</b>	B.5-8.RO.9	Define and cultivate healthy human relationships. (12, 14, 22, 23)
	B.5-8.RO.10	Exhibit appropriate verbal and non-verbal skills that demonstrate caring Christian behavior, recognizing that positive and negative thoughts influence our behavior and treatment of others. (7, 11, 22)
	B.5-8.RO.11	Demonstrate acceptance and respect for all people, recognizing that diversity makes God's family stronger and strengthens our service to others. (7, 11, 22)
<b>Learning Through Service</b>	B.5-8.RO.12	Participate in service and reflect on its role in building a deeper, more vibrant relationship with Jesus. (11, 13)
	B.5-8.RO.13	Develop a strong work ethic that manifests itself in service. (11, 13)
	B.5-8.RO.14	Participate in local, national, or global initiatives that serve those in need. (11, 13)
<b>Sharing Faith</b>	B.5-8.RO.15	Explain the Gospel Commission and that every disciple is called to have a personal part in telling the world about Jesus. (11, 13)

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B.5-8.RO.16	Recognize that we are stewards of the unique talents and spiritual gifts that God has given us. (17, 21)
B.5-8.RO.17	Identify and develop my spiritual gifts and use one or more in sharing my faith. (13, 17)
B.5-8.RO.18	Compare and contrast the methods and results of different ways of witnessing in the Bible with our current methods and results. (1)
B.5-8.RO.19	Participate in a variety of witnessing activities. (11, 13)

## 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.5-8.AH.1 Outline the roots of the Seventh-day Adventist Church including: (a) the development of the early Christian church, (b) the spread of Christianity from the early Christian church through the Reformation, and (c) the beginning of the Seventh-day Adventist Church and the roles of various key individuals. (12)</p> <p>B.5-8.AH.2 Explain how the Great Disappointment of 1844 triggered intensive Bible studies that led to a better understanding of prophetic events. (24)</p> <p>B.5-8.AH.3 Trace the role of key individuals in the development of the Seventh-day Adventist Church from 1915 to the present. (12)</p> <p>B.5-8.AH.4 Discern that the fundamental beliefs of the Church summarize key teachings that Seventh-day Adventists understand from the Scriptures, and identify key Bible passages that support these beliefs. (1-28)</p> <p>B.5-8.AH.5 Outline God’s leading throughout the development of the health, publishing, education, humanitarian, and missionary work of the Seventh-day Adventist Church. (13, 17)</p> <p>B.5-8.AH.6 Summarize the major events that led to the growth of the Seventh-day Adventist Church in the 19th and 20th centuries. (10, 12, 18, 24, 25)</p>
<b>Spirit of Prophecy</b>	<p>B.5-8.AH.7 Trace the major events in Ellen White’s life. (18)</p> <p>B.5-8.AH.8 Compare and contrast Ellen White’s role with the role of prophets in the Bible, and analyze her contribution to the development of the Seventh-day Adventist Church. (18)</p> <p>B.5-8.AH.9 Research the various writings of Ellen White to better understand Scripture and deepen our relationship with God. (18)</p> <p>B.5-8.AH.10 Investigate how the White Estate was established to care for and promote Ellen White’s writings. (18)</p>
<b>Church Structure and Governance</b>	<p>B.5-8.AH.11 Outline and explain the governance structure of the Seventh-day Adventist Church (e.g., churches, conferences, unions, divisions, world church headquarters). (12, 14)</p> <p>B.5-8.AH.12 Demonstrate involvement in a local church. (12, 14)</p> <p>B.5-8.AH.13 Describe the financial structure of the church and articulate a rationale to support the concept of returning tithes and giving offerings. (12, 14, 21)</p> <p>B.5-8.AH.14 Explore the programs available for youth in the Seventh-day Adventist Church, and research educational opportunities (e.g., AY, mission trips, academy, college/university). (12)</p>
<b>Current Thought Shapers</b>	<p>B.5-8.AH.15 Study an age-appropriate editorial, blog post, story, or speech by a Seventh-day Adventist published author or editor, and analyze the points being made and their connection to the Seventh-day Adventist worldview. (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.5-8.MA.1 Validate God as the Creator.</p> <p>FA.5-8.MA.2 Envision, formulate, and generate artistic goals, ideas, and solutions for media artworks using personal experience and/or the work of others through brainstorming, concept modeling, and experimenting. (MA:Cr1.1.5-8)</p> <p>FA.5-8.MA.3 Develop, organize, design, structure, and critique ideas, plans, models, and prototypes for media arts productions considering artistic goals, audience, and intent. (MA:Cr2.1.5-8)</p> <p>FA.5-8.MA.4 Create, experiment, coordinate, and implement components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles (e.g., emphasis, exaggeration, point of view, perspective, narrative, structures, composition, theme, unity). (MA:Cr3.1.5-8a)</p> <p>FA.5-8.MA.5 Determine, appraise, improve, and modify media artworks by intentionally emphasizing particular expressive elements to refine clarity, purpose, audience, and place. (MA:Cr3.1.5-8b)</p>
<b>Producing</b>	<p>FA.5-8.MA.6 Strategically develop media arts skills to the fullest extent always showing honor to God.</p> <p>FA.5-8.MA.7 Create, validate, and integrate multiple contents and forms (e.g., media broadcast, narratives, performance, interactive video games, interdisciplinary projects, multimedia theatre). (MA:Pr4.1.5-8)</p> <p>FA.5-8.MA.8 Enact, develop, exhibit, and demonstrate an increasing set of artistic design and technical skills through performing various roles in producing media artworks (e.g., formal technique, production, self-initiative, creative problem-solving, organization, strategies, collaborative communication). (MA:Pr5.1.5-8a)</p> <p>FA.5-8.MA.9 Practice, develop, exhibit, and demonstrate an increasing set of creative and adaptive innovative abilities (e.g., expanding conventions, testing constraints, exploring processes, diverging and developing solutions) within and through media arts productions. (MA:Pr5.1.5-8b)</p> <p>FA.5-8.MA.10 Examine and demonstrate adaptability using tools, techniques, and content in standard/experimental ways to construct, achieve an assigned purpose, and communicate intent in the production of media artworks. (MA:Pr5.1.5-8c)</p> <p>FA.5-8.MA.11 Compare, analyze, evaluate, and design various presentation formats in order to fulfill tasks and defined processes in the presentation and/or distribution of media artworks demonstrating proficiency in multiple formats. (MA:Pr6.1.5-8a)</p> <p>FA.5-8.MA.12 Compare, analyze, and evaluate results of and improvements for presenting media artworks, considering impacts on personal growth and external effects. (MA:Pr6.1.5-8b)</p>
<b>Responding</b>	<p>FA.5-8.MA.13 Reflect Christian principles when making connections with media artworks.</p> <p>FA.5-8.MA.14 Identify, describe, compare, contrast, and analyze the qualities of components and the relationships between them demonstrating proficiency in style of media artworks. (MA:Re7.1.5-8a)</p> <p>FA.5-8.MA.15 Identify, describe, analyze, compare, and contrast how various forms, methods, and styles in media artworks manage audience experience while creating intention. (MA:Re7.1.5-8b)</p> <p>FA.5-8.MA.16 Determine, compare, and analyze personal and group intent of a variety of media artworks, considering intention, with given and self-developed criteria. (MA:Re8.1.5-8)</p> <p>FA.5-8.MA.17 Determine, develop, and apply specific criteria to evaluate various media artworks and production processes, considering context and artistic goals, to practice constructive feedback. (MA:Re9.1.5-8)</p>
<b>Connecting</b>	<p>FA.5-8.MA.18 Analyze and evaluate that all talents and gifts come from God.</p>

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FA.5-8.MA.19	Access, evaluate, and use internal and external resources (e.g., interests, experiences, research, exemplary works) to inform the creation of media artworks demonstrating proficiency in the application of cultural and societal knowledge. (MA:Re10.1.5-8a)
FA.5-8.MA.20	Examine, explain, and show how media artworks form new meanings and knowledge (e.g., news, cultural and historical events, experiences, learning) in local and global events. (MA:Re10.1.5-8b)
FA.5-8.MA.21	Research and demonstrate how media artworks and ideas relate to personal, social, and community life through individual identity, history, entertainment, ethics, vocations, democracy, and connecting people and places. (MA:Re11.1.5-8a)
FA.5-8.MA.22	Examine, discuss, analyze, and responsibly interact with media arts tools and environments considering copyright, ethics, media literacy, legal and technological contexts, and virtual worlds. (MA:Re11.1.5-8b)

### 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>	FA.5-8.VA.1	Through introspection, create a piece of artwork that displays a comparison of God's view and one's own view of self.
	FA.5-8.VA.2	Combine concepts collaboratively and document early stages of the creative process to generate innovative ideas for creating art. (VA:Cr1.1.5-8a)
	FA.5-8.VA.3	Apply methods to overcome creative blocks. (VA:Cr1.1.7a)
	FA.5-8.VA.4	Develop criteria to guide the making of a work of art or design to meet an identified goal. (VA:Cr1.2.5-8a)
	FA.5-8.VA.5	Demonstrate persistence in developing skills with various materials, methods, and approaches, exhibiting willingness to pursue new ideas, forms, and meanings that emerge in the process of artworks and design. (VA:Cr2.1.5-8a)
	FA.5-8.VA.6	While creating quality craftsmanship, demonstrate and explain awareness of ethical responsibility and environmental implications when posting images and other materials through the Internet/social media. (VA:Cr2.2.5-8a)
	FA.5-8.VA.7	Apply visual organizational strategies to produce a work of art, design, or media that clearly communicates compelling presentations. (VA:Cr2.3.5-8a)
	FA.5-8.VA.8	Reflect on and explain important information about personal artwork in an artist statement. (VA:Cr3.1.5-8a)

<b>Presenting</b>	FA.5-8.VA.9	Collaboratively investigate and exhibit the intricate plans God gave for the construction of biblical structures and/or objects to reflect His glory.
	FA.5-8.VA.10	Define the roles and responsibilities of a curator and compare and contrast how technologies have changed the way different types of artwork are preserved, presented, and experienced, demonstrating proficiency in evaluating a collection of artworks for presentation. (VA:Pr4.1.5-8a)
	FA.5-8.VA.11	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit; demonstrate proficiency in formulating exhibition narratives for the viewer. (VA:Pr5.1.5-8a)
	FA.5-8.VA.12	Assess, explain, compare, and analyze how museums or other venues provide information about a specific concept or topic, reflect history and values of a community, and influence ideas, beliefs, and experiences. (VA:Pr6.1.5-8a)

<b>Responding</b>	FA.5-8.VA.13	Critique a work of art using the perspective of the Adventist worldview.
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	FA.5-8.VA.14	Compare, identify, and explain how the interpretation of the method of display (e.g., the location, and culture/environment) influences how an artwork is perceived and valued. (VA:Re7.1.5-8a)
	FA.5-8.VA.15	Identify, analyze, compare and contrast multiple ways visual components influence ideas, emotions, actions, and specific audiences. (VA:Re7.2.5-8a)
	FA.5-8.VA.16	Interpret art by analyzing characteristics of form, structure, and visual elements, distinguishing between relevant and non-relevant subject matter; use media to identify ideas and moods conveyed. (VA:Re8.1.5-8a)
	FA.5-8.VA.17	Develop and evaluate relevant criteria for a work of art recognizing differences in styles, genres, media, and historical and cultural contexts; demonstrate proficiency in creating a convincing and logical argument to support an evaluation of art. (VA:Re9.1.5-8a)
<b>Connecting</b>	FA.5-8.VA.18	Develop a digital piece of artwork that displays Adventist principles, demonstrating proficiency in formulating an artist's statement that is evidence of one's beliefs.
	FA.5-8.VA.19	Apply formal and conceptual vocabularies of art and design to represent surroundings in new ways through artmaking. (VA:Cn10.1.5a)
	FA.5-8.VA.20	When making art, generate a collection of ideas reflecting current community interests and concerns by reinforcing positive aspects of group identity. (VA:Cn10.1.6-8a)
	FA.5-8.VA.21	Identify and analyze how art is used to inform or change beliefs, values, and behaviors of an individual or society, demonstrating proficiency in establishing, reinforcing, and reflecting group identity. (VA:Cn11.1.5-8a)

## 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.5-8.M.1	Explain how musical works can be created to glorify God.
	FA.5-8.M.2	With support, generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent and connect to specific purpose and context (e.g., spiritual, personal, social, cultural). (MU:Cr1.1.5-8a)
	FA.5-8.M.3	Generate musical ideas (e.g., rhythms, melodies, accompaniment patterns) within specific related tonalities, meters, and simple chord changes. (MU:Cr2.1.5-8a)
	FA.5-8.M.4	With support, select, organize, construct, and document personal musical ideas for arrangements, and compositions within AB, ABA, or theme and variation forms that demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr2.1.5-8b)
	FA.5-8.M.5	Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic sequences. (MU:Cr3.1.5-8a)
	FA.5-8.M.6	Evaluate one's own work, applying teacher-selected criteria (e.g., appropriate application of elements of music, compositional techniques) including style, form, and use of sound sources. (MU:Cr3.1.5-8a)
	FA.5-8.M.7	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (e.g., teacher, peers). (MU:Cr3.1.5-8b)
	FA.5-8.M.8	Present the final version of one's documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. (MU:Cr3.2.5-8a)
<b>Performing</b>	FA.5-8.M.9	Explain or demonstrate ways in which a performer can glorify God and bless others.

## FINE ARTS

	<p>FA.5-8.M.10</p> <p>FA.5-8.M.11</p> <p>FA.5-8.M.12</p> <p>FA.5-8.M.13</p> <p>FA.5-8.M.14</p> <p>FA.5-8.M.15</p> <p>FA.5-8.M.16</p> <p>FA.5-8.M.17</p> <p>FA.5-8.M.18</p>	<p>Apply teacher-provided, collaboratively-developed, or personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context; after discussion, identify expressive qualities, technical challenges, and reasons for choices. (MU:Pr4.1.5-8a)</p> <p>Explain and compare the structure of contrasting pieces of music selected for performance and how elements of music are used in each. (MU:Pr4.2.5-8a)</p> <p>With support, when analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form. (MU:Pr4.2.5-8b)</p> <p>Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.2.5-8c)</p> <p>Perform contrasting pieces of music demonstrating personal interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing) to convey intent. (MU:Pr4.3.5-8a)</p> <p>Identify and apply teacher-provided and collaboratively-developed criteria (e.g., correct interpretation of notation, technical skill of performer, originality, emotional impact, variety) to rehearse, refine, and determine when the music is ready to be performed. (MU:Pr5.1.5-8a)</p> <p>Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. (MU:Pr5.1.5-8b)</p> <p>Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)</p> <p>Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style. (MU:Pr6.1.5-8b)</p>
<b>Responding</b>	<p>FA.5-8.M.19</p> <p>FA.5-8.M.20</p> <p>FA.5-8.M.21</p> <p>FA.5-8.M.22</p> <p>FA.5-8.M.23</p> <p>FA.5-8.M.24</p>	<p>Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.</p> <p>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. (MU:Re7.1.5-8a)</p> <p>Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. (MU:Re7.2.5-8a)</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. (MU:Re7.2.5-8b)</p> <p>Support personal interpretation of contrasting programs of music and explain how creators/performers apply the elements of music and expressive qualities within genres, cultures, and historical periods to convey expressive intent. (MU:Re8.1.5-8a)</p> <p>Apply teacher-provided, collaboratively-developed, or personally-developed criteria to evaluate musical works or performances. (MU:Re9.1.5-8a)</p>
<b>Connecting</b>	<p>FA.5-8.M.25</p> <p>FA.5-8.M.26</p> <p>FA.5-8.M.27</p>	<p>Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent.</p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music. (MU:Cn10.1.5-8a)</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.5-8a)</p>
<b>DRAMA</b>		
<p><b>Essential Question:</b> How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?</p> <p><b>Big Idea:</b> Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.</p>		
<b>Creating</b>	<p>FA.5-8.D.1</p>	<p>Collaborate with peers to create a short drama scene to show how one can share the gospel of Jesus.</p>

## FINE ARTS

	<p>FA.5-8.D.2 Investigate multiple perspectives and solutions to staging challenges in a drama work. (TH:Cr1.1.5-8a)</p> <p>FA.5-8.D.3 Identify and explore solutions to design challenges of a performance space in a drama work. (TH:Cr1.1.5-8b)</p> <p>FA.5-8.D.4 Describe how a character's inner thoughts, objectives, and motivations impact the story and given circumstances in a drama work. (TH:Cr1.1.5-8c/TH:Pr5.1.5-8a)</p> <p>FA.5-8.D.5 Use critical analysis to improve, refine, and develop original ideas and artistic choices based on background knowledge in a drama work. (TH:Cr2.1.5-8a)</p> <p>FA.5-8.D.6 Participate in defined responsibilities and demonstrate respect for self and others while preparing and presenting a drama work. (TH:Cr2.1.5-8b)</p> <p>FA.5-8.D.7 Demonstrate focus and concentration in the rehearsal process to analyze, revise, and improve choices in a drama work. (TH:Cr3.1.5-8a)</p> <p>FA.5-8.D.8 Develop effective physical and vocal traits of characters in an improvised or scripted drama work. (TH:Cr3.1.5-8b)</p> <p>FA.5-8.D.9 Consider multiple planned designs and technical elements (e.g., lighting, sound, projections, music) during the rehearsal process for a devised or scripted drama work. (TH:Cr3.1.5-8c)</p>
<b>Performing</b>	<p>FA.5-8.D.10 Collaborate on ways to express, through drama, Christlike traits (e.g., acceptance, humility, compassion) and perform for others.</p> <p>FA.5-8.D.11 Develop self-confidence through participation in drama experiences.</p> <p>FA.5-8.D.12 Identify the essential events in a story or script that make up the dramatic structure in a drama work. (TH:Pr4.1.5-8a)</p> <p>FA.5-8.D.13 Experiment with various physical choices to communicate character in a drama work. (TH:Pr4.1.5-8b)</p> <p>FA.5-8.D.14 Choose a variety of technical elements that can be applied to a design in a drama work. (TH:Pr5.1.5-8b)</p> <p>FA.5-8.D.15 Participate in rehearsals for a drama work that will be shared with an audience. (TH:Pr6.1.5-8a)</p>
<b>Responding</b>	<p>FA.5-8.D.16 Identify technical elements to enrich a drama work based on a story or event that illustrates one of the Adventist Fundamental Beliefs (e.g., Sabbath, Second Coming, Creation).</p> <p>FA.5-8.D.17 Cite personal reactions to artistic choices made in a drama work through participation and observation. (TH:Re7.1.5-8a)</p> <p>FA.5-8.D.18 Explain how artists make choices based on personal experience in a drama work. (TH:Re8.1.5-8a)</p> <p>FA.5-8.D.19 Identify and describe how cultural perspectives may influence the evaluation of a drama work. (TH:Re8.1.5-8b)</p> <p>FA.5-8.D.20 Discuss and apply personal aesthetics, preferences, and beliefs to evaluate a drama work. (TH:Re8.1.5-8c)</p> <p>FA.5-8.D.21 Use supporting evidence and criteria to evaluate a drama work. (TH:Re9.1.5-8a)</p> <p>FA.5-8.D.22 Consider production elements (e.g., lights, special effects, sound, props) to assess the aesthetics in a drama work. (TH:Re9.1.5-8b)</p> <p>FA.5-8.D.23 Identify how the intended purpose of a drama work appeals to a specific audience. (TH:Re9.1.5-8c)</p>
<b>Connecting</b>	<p>FA.5-8.D.24 Using a variety of media, design a costume or basic background set that connects to the time period of early Adventist Heritage.</p> <p>FA.5-8.D.25 Explain how drama connects oneself to a community or culture. (TH:Cn10.1.5-8a)</p> <p>FA.5-8.D.26 Investigate historical, global, and social issues expressed or implied in a drama work. (TH:Cn11.1.5-8a)</p>

## FINE ARTS

	FA.5-8.D.27	Analyze commonalities and differences between story plots set in different cultures. (TH:Cn11.2.5-8a)
	FA.5-8.D.28	Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama work. (TH:Cn11.2.5-8b)

## 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>Fluency</b>	LA.6.RF.1	Read orally, demonstrating understanding of the material and awareness of the audience.
	LA.6.RF.2	Adapt pace and reading techniques for different purposes in oral and silent reading.

### 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.6.RL.1	Cite textual evidence to support analysis of what the text says both explicitly and implicitly. (RL.6.1)
	LA.6.RL.2	Determine the theme and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions. (RL.6.2)
	LA.6.RL.3	Describe how a plot unfolds and how the characters respond as the plot progresses. (RL.6.3)
<b>Craft and Structure</b>	LA.6.RL.4	Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone. (RL.6.4)
	LA.6.RL.5	Analyze how a sentence, chapter, scene, or stanza fits into the structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)
	LA.6.RL.6	Explain how an author develops the point of view of the narrator. (RL.6.6)
<b>Integration of Knowledge and Ideas</b>	LA.6.RL.7	Compare and contrast the experience of reading print versions with listening to or viewing multimedia versions of the same text. (RL.6.7)
	LA.6.RL.8	Compare and contrast texts in different genres in terms of their approaches to similar themes and topics. (RL.6.9)
	LA.6.RL.9	Make connections between a text and personal life experiences, other texts, and the world.
	LA.6.RL.10	Select literature that reflects the principles of God's Word.
<b>Range of Reading and Level of Text Complexity</b>	LA.6.RL.11	Read and comprehend literature of appropriate complexity, independently and proficiently. (RL.6.10)
	LA.6.RL.12	Self-monitor reading strategies and make modifications as needed.
	LA.6.RL.13	Read literature for pleasure, personal growth, and spiritual development.

### 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.6.RI.1	Cite textual evidence to support analysis of what the text says both explicitly and implicitly. (RI.6.1)
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## LANGUAGE ARTS

	LA.6.RI.2	Determine the main idea and how it is conveyed through details in the text; provide a summary of the text distinct from personal opinions. (RI.6.2)
	LA.6.RI.3	Analyze how a key individual, event, or idea is introduced, illustrated, and developed (e.g., through examples or anecdotes). (RI.6.3)
<b>Craft and Structure</b>	LA.6.RI.4	Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings. (RI.6.4)
	LA.6.RI.5	Analyze how a sentence, paragraph, chapter, or section fits into the structure of a text and contributes to the development of the ideas. (RI.6.5)
	LA.6.RI.6	Determine an author's point of view or purpose and explain how it is conveyed. (RI.6.6)
<b>Integration of Knowledge and Ideas</b>	LA.6.RI.7	Synthesize information presented in different media or formats to develop a coherent understanding of a topic. (RI.6.7)
	LA.6.RI.8	Evaluate the argument and specific claims in a text, identifying those that are supported by reasons and evidence. (RI.6.8)
	LA.6.RI.9	Compare and contrast one author's presentation of events with that of another. (RI.6.9)
	LA.6.RI.10	Select informational text that affirms the principles in God's Word.
<b>Range of Reading and Level of Text Complexity</b>	LA.6.RI.11	Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently. (RI.6.10)
	LA.6.RI.12	Use a variety of reference and research materials, both print and digital.
	LA.6.RI.13	Read literary nonfiction for pleasure, personal growth, and spiritual development.

## 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.6.W.1	Write arguments to support claims that include: an introduction; clear reasons validated by well-organized evidence from credible sources; transitional words, phrases, and clauses; style appropriate for the audience; and a conclusion. (W.6.1)
	LA.6.W.2	Write informative/explanatory texts that include: an introduction; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a conclusion. (W.6.2)
	LA.6.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing); sensory details; precise words and phrases; transitions to convey shifts in time or setting; well-structured event sequences; a specific context; a narrator and/or characters; and a conclusion. (W.6.3)
	LA.6.W.4	Write for meaning from a Biblical worldview.
<b>Production and Distribution of Writing</b>	LA.6.W.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)
	LA.6.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach. (W.6.5)
	LA.6.W.7	Use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills) as well as to interact and collaborate. (W.6.6)
<b>Research to Build and Present Knowledge</b>	LA.6.W.8	Conduct short research projects to answer questions, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)
	LA.6.W.9	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; provide basic bibliographic information for sources. (W.6.8)

## LANGUAGE ARTS

	LA.6.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.6.9)
<b>Range of Writing</b>	LA.6.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.6.10)

### 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.6.SL.1	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare and use required reading material and refer to readings during discussion; follow rules for collegial discussions, set goals and deadlines, define roles; ask and respond to specific questions; review key ideas and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1)
	LA.6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to understanding a topic or text. (SL.6.2)
	LA.6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from those that are not. (SL.6.3)
<b>Presentation of Knowledge and Ideas</b>	LA.6.SL.4	Present claims and findings on an issue or topic, sequencing ideas logically and using pertinent descriptions, facts, and details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.6.4)
	LA.6.SL.5	Use a variety of media, including digital, for presentations. (SL.6.5)
	LA.6.SL.6	Adapt speech to a variety of contexts and tasks (e.g., debate, drama, interview), demonstrating command of formal English when appropriate. (SL.6.6)
	LA.6.SL.7	Demonstrate reverence to God when speaking and listening.

### 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.6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use pronouns in the proper case (subjective, objective, possessive), number, and person; use intensive pronouns (e.g., I did it myself); ensure pronoun-antecedent agreement; recognize variations from standard English and use strategies to improve expression if required by context. (L.6.1)
	LA.6.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., commas, parentheses, brackets, dashes, hyphens) to set off nonrestrictive/parenthetical elements; spell correctly. (L.6.2)
<b>Knowledge of Language</b>	LA.6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: vary sentence patterns; maintain consistency in style and tone. (L.6.3)
<b>Vocabulary Acquisition and Use</b>	LA.6.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult print and digital references for pronunciation, meaning, and part of speech. (L.6.4)
	LA.6.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., personification) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions. (L.6.5)

## LANGUAGE ARTS

LA.6.L.6	Acquire and use content-specific words and phrases. (L.6.6)
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## MATHEMATICS

### NUMBERS AND OPERATIONS

**Essential Question:** What does numerical reasoning involve and what does it demonstrate about God’s world?  
**Big Idea:** Numerical reasoning with whole numbers and fractions demonstrates dependability and order in God’s world.

<b>Rational Numbers</b>	6.NO.1	Add, subtract, multiply, and divide multi-digit whole numbers and decimals. (6.NS.2,3)
	6.NO.2	Find common factors and multiples (6.NS.4); understand and apply prime factorization and exponents. (6.EE.1)
	6.NO.3	Understand, compare, and order integers; apply integer principles within the four basic operations; graph ordered pairs on a coordinate plane. (6.NS.5,6,7,8)
	6.NO.4	Divide fractions by fractions; express a remainder as a fraction or decimal; convert within fractions, decimals, and percents; convert fractions to terminating, repeating, or rounded decimals. (6.NS.1)
<b>Ratios/ Proportions/ Percentages</b>	6.NO.5	Understand and apply ratio concepts and use ratio reasoning to solve problems. (6.RP.1,2,3)

### OPERATIONS AND ALGEBRAIC THINKING

**Essential Question:** How do numerical patterns link us to an infinite God?  
**Big Idea:** Exploring numerical patterns through problem solving links us to an infinite God by demonstrating His order and constancy.

<b>Expressions and Equations</b>	6.OAT.1	Apply basic operations to algebraic expressions; solve and explain one-variable equations and inequalities; identify parts of an expression using mathematical terms. (6.EE.1,2,3,4,5,6,7,8)
	6.OAT.2	Represent, graph, and analyze quantitative relationships between dependent and independent variables. (6.EE.9)

### MEASUREMENT

**Essential Question:** What do the attributes of measurement reveal about God?  
**Big Idea:** The attributes of measurement reveal God’s accuracy, dependability, and precision.

<b>Elapsed Time</b>	6.M.1	Calculate elapsed time.
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### GEOMETRY

**Essential Question:** What does geometry reveal about God?  
**Big Idea:** God is revealed as the Master Designer when geometry is used as a means of describing the attributes of the physical world.

<b>Area/Volume</b>	6.GEO.1	Solve real-world and mathematical problems involving area, surface area, and volume. (6.G.1,2,3,4)
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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>Statistics and Probability</b>	6.DSP.1	Develop understanding of statistical variability. (6.SP.1,2,3)
	6.DSP.2	Summarize and describe distributions. (6.SP.4,5)

## 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>Throwing</b>	<p>PE.6.MS.1</p> <p>PE.6.MS.2</p> <p>PE.6.MS.3</p>	<p>Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = second base to first base). (S1.M2.6)</p> <p>Throws, while stationary, a leading pass to a moving receiver. (S1.M5.6)</p> <p>Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, horseshoes). (S1.M18.6)</p>
<b>Catching</b>	PE.6.MS.4	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6)
<b>Kicking</b>	PE.6.MS.5	Foot-dribbles changing speed and direction in a variety of practice tasks. (S1.M9.6)
<b>Dribbling</b>	PE.6.MS.6	Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)
<b>Striking</b>	PE.6.MS.7	Strikes with a mature overhand pattern in a static environment/closed skills for net/wall games (e.g., volleyball, handball, tennis). (S1.M13.6)
	PE.6.MS.8	Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net/wall games (e.g., paddleball, pickleball, short-handled racket tennis). (S1.M14.6)
	PE.6.MS.9	Transfers weight with correct timing for the striking pattern (e.g., tennis, softball, hockey). (S1.M15.6)
	PE.6.MS.10	Strikes, with an implement, a stationary object for accuracy in activities (e.g., croquet, shuffleboard, golf). (S1.M19.6)
	PE.6.MS.11	Strikes a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)
<b>Passing and Receiving</b>	PE.6.MS.12	Passes and receives with hands, in combination with locomotor patterns of running and change of direction and speed, competently in modified invasion games (e.g., basketball, flag football, speedball, team handball). (S1.M4.6)
<b>Scoring Skills</b>	PE.6.MS.13	Shoots on goal with power in a dynamic environment as appropriate to the activity. (S1.M10.6)
<b>Volleying</b>	PE.6.MS.14	Forehand volleys with a mature form and control using a short-handled implement. (S1.M16.6)
	PE.6.MS.15	Two-hand volleys with control in a variety of practice tasks. (S1.M17.6)
<b>Serving</b>	PE.6.MS.16	Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, pickleball). (S1.M12.6)

### 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>Offensive Strategies and Tactics</b>	PE.6.PA.1	Creates open space by using locomotor movements (e.g., walking, running, jumping, landing) in combination with movement concepts (e.g., pathways, speed, direction). (S2.M1.6)
	PE.6.PA.2	Executes at least one offensive tactic to create open space (e.g., moves to open space without the ball; uses a variety of passes, pivots and fakes, give and go). (S2.M2.6)
	PE.6.PA.3	Creates open space by using the width and length of the field/court on offense. (S2.M3.6)
	PE.6.PA.4	Creates open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)
	PE.6.PA.5	Selects appropriate shot based on location of the object in relation to the target/goal. (S2.M9.6)

## PHYSICAL EDUCATION

	<p>PE.6.PA.6</p> <p>PE.6.PA.7</p>	<p>Identifies open spaces and attempts to strike object into a space. (S2.M10.6)</p> <p>Performs the following offensive skills without defensive pressure (e.g., pivot, give and go, fakes). (S1.M7.6)</p>
<b>Defensive Strategies and Tactics</b>	<p>PE.6.PA.8</p> <p>PE.6.PA.9</p> <p>PE.6.PA.10</p> <p>PE.6.PA.11</p> <p>PE.6.PA.12</p>	<p>Reduces open space on defense by making the body larger and reducing passing angles. (S2.M4.6)</p> <p>Reduces open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M5.6)</p> <p>Reduces offensive options for opponents by returning to midcourt position (e.g., press in basketball). (S2.M8.6)</p> <p>Identifies the correct defensive play based on the situation (e.g., number of outs). (S2.M11.6)</p> <p>Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player. (S1.M11.6)</p>
<b>Transition Strategies and Tactics</b>	<p>PE.6.PA.13</p> <p>PE.6.PA.14</p>	<p>Transitions from offense to defense or defense to offense by recovering quickly. (S2.M6.6)</p> <p>Applies strategies of force during gymnastic activities. (S2.M12.6)</p>
<b>Outdoor Activities</b>	<p>PE.6.PA.15</p> <p>PE.6.PA.16</p>	<p>Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others. (S2.M13.6)</p> <p>Demonstrates correct technique for basic skills in one self-selected outdoor activity. (S1.M22.6)</p>

## 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>	<p>PE.6.PF.1</p> <p>PE.6.PF.2</p> <p>PE.6.PF.3</p> <p>PE.6.PF.4</p> <p>PE.6.PF.5</p> <p>PE.6.PF.6</p> <p>PE.6.PF.7</p> <p>PE.6.PF.8</p> <p>PE.6.PF.9</p>	<p>Describes how being physically active leads to a healthy body. (S3.M1.6)</p> <p>Differentiates between aerobic and anaerobic capacity and between muscular strength and endurance. (S3.M10.6)</p> <p>Identifies each of the components of the overload principle (FITT formula: frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility). (S3.M11.6)</p> <p>Describes the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)</p> <p>Defines resting heart rate and describes its relationship to aerobic fitness and the Rating of Perceived Exertion (RPE) Scale. (S3.M13.6)</p> <p>Identifies major muscles used in selected physical activities. (S3.M14.6)</p> <p>Identifies the components of skill-related fitness. (S3.M7.6)</p> <p>Sets and monitors a self-selected physical-activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level. (S3.M8.6)</p> <p>Employs correct techniques and methods of stretching. (S3.M9.6)</p>
<b>Participation</b>	<p>PE.6.PF.10</p> <p>PE.6.PF.11</p> <p>PE.6.PF.12</p> <p>PE.6.PF.13</p>	<p>Participates in self-selected physical activity outside of physical education class. (S3.M2.6)</p> <p>Participates in a variety of moderate to vigorous aerobic physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day (e.g., step aerobics, recreational team sports, or outdoor pursuits). (S3.M3.6; S3.M5.6; S3.M6.6)</p> <p>Participates in a variety of aerobic-fitness activities using technology (e.g., fitness apps and trackers). (S3.M4.6)</p> <p>Responds to God’s love by using physical gifts to serve others.</p>

## PHYSICAL EDUCATION

<b>Assessment</b>	<p>PE.6.PF.14 Designs and implements a program of remediation for areas of weakness based on the results of health-related fitness assessment. (S3.M15.6)</p> <p>PE.6.PF.15 Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log. (S3.M16.6)</p>	
<b>Nutrition</b>	PE.6.PF.16 Identifies foods within each of the basic food groups and selects appropriate servings and portions for the students' age and physical activity levels. (S3.M17.6)	
<b>Stress Management</b>	PE.6.PF.17 Identifies positive and negative results of stress and appropriate ways of dealing with each. (S3.M18.6)	

### 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>	<p>PE.6.RB.1 Exhibits personal responsibility as participant and/or spectator by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6)</p> <p>PE.6.RB.2 Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors (e.g., positive self-talk). (S4.M2.6)</p> <p>PE.6.RB.3 Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)</p> <p>PE.6.RB.4 Demonstrates, through verbal and nonverbal behavior, Christ-like cooperation with peers of different gender, age, physical abilities, race, ethnicity, and religion in a physical activity setting.</p> <p>PE.6.RB.5 Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)</p> <p>PE.6.RB.6 Cooperates with a small group of classmates during adventure activities, game play, or team-building activities. (S4.M5.6)</p> <p>PE.6.RB.7 Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).</p> <p>PE.6.RB.8 Consistently puts forth best effort in every task.</p>	
<b>Rules and Safety</b>	<p>PE.6.RB.9 Identifies the rules and etiquette for physical activities and games. (S4.M6.6)</p> <p>PE.6.RB.10 Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p>	

### 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>	<p>PE.6.VH.1 Verifies that God's ideal for quality living includes a healthy lifestyle.</p> <p>PE.6.VH.2 Describes how being physically active leads to a healthy body. (S5.M1.6)</p> <p>PE.6.VH.3 Identifies components of physical activity that provide opportunities for reducing stress and for social interaction. (S5.M2.6)</p> <p>PE.6.VH.4 Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.</p> <p>PE.6.VH.5 Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.</p>	
<b>Challenge</b>	<p>PE.6.VH.6 Seeks personally challenging activities.</p> <p>PE.6.VH.7 Recognizes individual challenges and copes in a positive way (e.g., extending effort, asking for help/feedback, modifying the tasks). (S5.M3.6)</p>	

## PHYSICAL EDUCATION

<b>Self-expression and Enjoyment</b>	<p>PE.6.VH.8 Describes how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>PE.6.VH.9 Identifies how self-expression and physical activity are related. (S5.M5.6)</p> <p>PE.6.VH.10 Demonstrates respect for self and others in activities, games, and as a spectator, by following the rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p> <p>PE.6.VH.11 Using a Christian perspective, distinguishes between the idealized images of the human body and performance, as presented by the media, to determine their appropriateness as a role model.</p>
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## 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.

<b>Molecules to Organisms: Structures and Processes</b>	<p>S.6-8.LS.1 Conduct an investigation to provide evidence that living things are made of cells, either one cell or many different numbers and types of cells. (MS-LS1-1)</p> <p>S.6-8.LS.2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. (MS-LS1-2)</p> <p>S.6-8.LS.3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells. (MS-LS1-3)</p> <p>S.6-8.LS.4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors (e.g., nest building, herding, vocalization, colorful plumage) and specialized plant structures (e.g., bright flowers, flower nectar, odors that attract insects that transfer pollen, hard shells on nuts that squirrels bury) affect the probability of successful reproduction of animals and plants respectively. (MS-LS1-4)</p> <p>S.6-8.LS.5 Construct a scientific explanation based on evidence (e.g., drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, fish growing larger in large ponds) for how environmental (e.g., availability of food, light, space, water) and genetic (e.g., large breed cattle and species of grass affecting growth) factors influence the growth of organisms. (MS-LS1-5)</p> <p>S.6-8.LS.6 Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. (MS-LS1-6)</p> <p>S.6-8.LS.7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism. (MS-LS1-7)</p> <p>S.6-8.LS.8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. (MS-LS1-8)</p>
<b>Ecosystems: Interactions, Energy, and Dynamics</b>	<p>S.6-8.LS.9 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. (MS-LS2-1)</p> <p>S.6-8.LS.10 Construct an explanation that predicts patterns of interactions (e.g., competitive, predatory, mutually beneficial) among organisms across multiple ecosystems. (MS-LS2-2)</p> <p>S.6-8.LS.11 Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (MS-LS2-3)</p> <p>S.6-8.LS.12 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. (MS-LS2-4)</p> <p>S.6-8.LS.13 Evaluate competing design solutions (e.g., scientific, economic, social considerations) for maintaining biodiversity and ecosystem services (e.g., water purification, nutrient recycling, soil erosion prevention, habitat enhancement). (MS-LS2-5)</p>

## SCIENCE

<b>Heredity: Inheritance and Variation of Traits</b>	<p>S.6-8.LS.14</p> <p>S.6-8.LS.15</p>	<p>Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism. (MS-LS3-1)</p> <p>Develop and use a model (e.g., Punnett squares, diagrams, simulations) to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation. (MS-LS3-2)</p>
<b>Life: Origins, Unity, and Diversity</b>	<p>S.6-8.LS.16</p> <p>S.6-8.LS.17</p> <p>S.6-8.LS.18</p> <p>S.6-8.LS.19</p> <p>S.6-8.LS.20</p> <p>S.6-8.LS.21</p>	<p>Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth, comparing and contrasting creationist and naturalist perspectives. (MS-LS4-1)</p> <p>Apply scientific principles to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms, comparing and contrasting creationist and naturalist perspectives. (MS-LS4-2)</p> <p>Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. (MS-LS4-4)</p> <p>Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms. (MS-LS4-5)</p> <p>Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. (MS-LS4-6)</p> <p>Apply scientific principles to construct and share a personal model that explains origins of life 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.6-8.HS.1</p> <p>S.6-8.HS.2</p> <p>S.6-8.HS.3</p> <p>S.6-8.HS.4</p> <p>S.6-8.HS.5</p> <p>S.6-8.HS.6</p>	<p>Collect data from family members to compile evidence that supports the claim that personal health is influenced by the environment and genetics.</p> <p>Construct a model that demonstrates the link between appropriate health care and personal health.</p> <p>Gather and synthesize information to identify barriers to obtaining appropriate health care and to practicing healthy behaviors, and suggest ways to overcome these barriers.</p> <p>Construct an evidenced based argument that demonstrates the importance of assuming responsibility for personal health behaviors.</p> <p>Evaluate behaviors in relation to the degree to which they benefit or harm personal health and the health of others.</p> <p>Choose a health enhancing practice and develop a presentation designed to persuade others to adopt a similar practice.</p>
<b>Health Resources</b>	<p>S.6-8.HS.7</p>	<p>Develop guidelines for evaluating health information, products, and services, and conduct an investigation designed to assess the validity of health related resources.</p>
<b>Healthy Lifestyle Choices</b>	<p>S.6-8.HS.8</p> <p>S.6-8.HS.9</p> <p>S.6-8.HS.10</p> <p>S.6-8.HS.11</p>	<p>Construct an argument that supports the claim that modifying unhealthy behaviors can enhance personal health.</p> <p>Plan and conduct an investigation that provides evidence that peers and perceptions of norms influence the health of adolescents.</p> <p>Construct a model that demonstrates how public health policies can influence health promotion and disease prevention.</p> <p>Analyze and interpret data that provides evidence to support the claim that traditional Adventist health practices promote optimal health.</p>

# SCIENCE

## 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.6-8.ES.1      Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. (MS-ESS2-1)</p> <p>S.6-8.ES.2      Construct an explanation based on evidence for how geoscience processes (e.g., surface weathering and deposition by movements of water, ice, and wind) have changed Earth's surface at varying time and spatial scales (e.g., slow plate motions, uplift of large mountain ranges, rapid landslides, microscopic geochemical reactions). (MS-ESS2-2)</p> <p>S.6-8.ES.3      Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. (MS-ESS2-3)</p> <p>S.6-8.ES.4      Develop a model (conceptual or physical) to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. (MS-ESS2-4)</p> <p>S.6-8.ES.5      Collect data (e.g., weather maps, diagrams, visualizations, laboratory experiments) to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. (MS-ESS2-5)</p> <p>S.6-8.ES.6      Develop and use a model (e.g., diagrams, maps and globes, digital representations) to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. (MS-ESS2-6)</p>
<b>Earth and Human Activity</b>	<p>S.6-8.ES.7      Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the results of past and current geoscience processes (e.g., plate tectonics, the Flood). (MS-ESS3-1)</p> <p>S.6-8.ES.8      Analyze and interpret data (e.g., locations, magnitudes, frequencies) on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. (MS-ESS3-2)</p> <p>S.6-8.ES.9      Apply scientific principles to design a method for monitoring and minimizing a human impact (e.g., water usage, soil usage, pollution) on the environment. (MS-ESS3-3)</p> <p>S.6-8.ES.10     Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems. (MS-ESS3-4)</p> <p>S.6-8.ES.11     Ask questions to clarify evidence (e.g., tables, graphs, maps of global and regional temperatures, atmospheric levels of gases, rates of human activities) of the factors that have caused the rise in global temperatures over the past century (e.g., fossil fuel combustion, cement production, agricultural activity, change in incoming solar radiation, volcanic activity). (MS-ESS3-5)</p>
<b>Earth's Place in the Universe</b>	<p>S.6-8.ES.12     Develop and use a model (physical, graphical, or conceptual) of the Earth sun moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons. (MS-ESS1-1)</p> <p>S.6-8.ES.13     Develop and use a model (physical or conceptual) to describe the role of gravity in the motions within galaxies and the solar system. (MS-ESS1-2)</p> <p>S.6-8.ES.14     Analyze and interpret data (e.g., statistical information, drawings and photographs, models) to determine scale properties (e.g., size, surface features, orbital radius) of objects in the solar system. (MS-ESS1-3)</p> <p>S.6-8.ES.15     Apply scientific principles to construct an explanation, based on evidence from rock strata, for how the geologic column is used to organize Earth's relative age and geologic history, comparing and contrasting creationist and naturalistic perspectives. (MS-ESS1-4)</p>

# SCIENCE

## 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.6-8.PS.1      Develop models (e.g., drawings, 3D ball and stick structures, computer representations) to describe the atomic composition of simple molecules (e.g., ammonia, methanol) and extended structures (e.g., sodium chloride, diamonds). (MS-PS1-1)</p> <p>S.6-8.PS.2      Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction (e.g., burning sugar or steel wool, fat reacting with sodium hydroxide, mixing zinc with hydrogen chloride) has occurred. (MS-PS1-2)</p> <p>S.6-8.PS.3      Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (e.g., new medicines, foods, alternative fuels). (MS-PS1-3)</p> <p>S.6-8.PS.4      Develop a model (e.g., drawings, diagrams) that predicts and describes changes in particle (e.g., molecules, inert atoms) motion, temperature, and state of a pure substance (e.g., water, carbon dioxide, helium) when thermal energy is added or removed. (MS-PS1-4)</p> <p>S.6-8.PS.5      Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. (MS-PS1-5)</p> <p>S.6-8.PS.6      Design, construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes. (MS-PS1-6)</p>
<b>Motion and Stability: Forces and Interactions</b>	<p>S.6-8.PS.7      Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects (e.g., two cars, car and stationary objects, meteor and space vehicle). (MS-PS2-1)</p> <p>S.6-8.PS.8      Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. (MS-PS2-2)</p> <p>S.6-8.PS.9      Ask questions about data (e.g., effect of the number of turns of wire on the strength of an electromagnet, effect of increasing the number or strength of magnets on speed of an electric motor) to determine the factors that affect the strength of electric and magnetic forces (e.g., electromagnets, electric motors, generators). (MS-PS2-3)</p> <p>S.6-8.PS.10     Construct and present arguments using evidence (e.g., data generated from simulations or digital tools; charts displaying mass, strength of interaction, distance from the Sun, orbital periods of objects within the solar system) to support the claim that gravitational interactions exert attraction and depend on the masses of interacting objects. (MS-PS2-4)</p> <p>S.6-8.PS.11     Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (e.g., interactions of magnets, electrically charged strips of tape, electrically charged pith balls). (MS-PS2-5)</p>
<b>Energy</b>	<p>S.6-8.PS.12     Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and the speed of an object (e.g., riding a bicycle at different speeds, rolling different sizes of rock downhill, getting hit by a Wiffle® ball versus a tennis ball). (MS-PS3-1)</p> <p>S.6-8.PS.13     Develop a model (e.g., representations, diagrams, pictures, written descriptions) to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (e.g., the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing direction/orientation of a magnet, balloon with static electrical charge brought close to a classmate's hair). (MS-PS3-2)</p> <p>S.6-8.PS.14     Apply scientific principles to design, construct, and test a device (e.g., insulated box, solar cooker, Styrofoam® cup) that either minimizes or maximizes thermal energy transfer. (MS-PS3-3)</p>

## SCIENCE

	S.6-8.PS.15	Plan an investigation (e.g., comparing final water temperatures after different masses of ice are melted in the same volume of water with the same initial temperature) to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. (MS-PS3-4)
	S.6-8.PS.16	Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object. (MS-PS3-5)
<b>Waves and their Applications in Technologies for Information Transfer</b>	S.6-8.PS.17	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave. (MS-PS4-1)
	S.6-8.PS.18	Develop and use a model (e.g., drawings, simulations, written descriptions) to describe that waves are reflected, absorbed, or transmitted through various materials. (MS-PS4-2)
	S.6-8.PS.19	Integrate qualitative scientific and technical information to support the claim that digitized signals (e.g., fiber optic cable transmits light pulses, radio wave pulses in Wi Fi devices, conversion of stored binary patterns to make sound or text on a computer screen) are a more reliable way to encode and transmit information than analog signals. (MS-PS4-3)

## 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.

	S.6-8.ET.1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. (MS-ETS1-1)
<b>Engineering Design</b>	S.6-8.ET.2	Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. (MS-ETS1-2)
	S.6-8.ET.3	Analyze data from tests to determine similarities and difference among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success. (MS-ETS1-3)
	S.6-8.ET.4	Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved. (MS-ETS1-4)

## 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.5-8.C.1	Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. (KM 1.1)
	SS.5-8.C.2	Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. (KM 1.2) <ul style="list-style-type: none"> <li>• Ask and find answers to questions related to culture. (PM 1.1)</li> </ul>
	SS.5-8.C.3	Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living. (KM 1.3) <ul style="list-style-type: none"> <li>• Find, select, organize, and present information to compare various cultures according to specified aspects of culture, such as institutions, language, religion, and the arts. (PM 1.2)</li> </ul>

## SOCIAL STUDIES

SS.5-8.C.4	Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. (KM 1.4) <ul style="list-style-type: none"> <li>• Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)</li> </ul>
SS.5-8.C.5	Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
SS.5-8.C.6	Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study. (KM 1.5) <ul style="list-style-type: none"> <li>• Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)</li> </ul>
SS.5-8.C.7	Demonstrate respect for people with different religious beliefs, different ages, backgrounds, and ethnicity.
SS.5-8.C.8	Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions. (KM 1.6) <ul style="list-style-type: none"> <li>• Draw inferences from data about the ways in which given cultures respond to persistent human issues and how culture influences those responses. (PM 1.7)</li> </ul>
SS.5-8.C.9	Explain how people from different cultures develop different values and ways of interpreting experience. (KM 1.7) <ul style="list-style-type: none"> <li>• Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)</li> </ul>
SS.5-8.C.10	Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. (KM 1.8) <ul style="list-style-type: none"> <li>• Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)</li> </ul>
SS.5-8.C.11	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.5-8.TCC.1	Explain how the study of the past provides a representation of the history of communities, nations, and the world. (KM 2.1)
SS.5-8.TCC.2	Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. (KM 2.2) <ul style="list-style-type: none"> <li>• Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. (PM 2.2)</li> </ul>
SS.5-8.TCC.3	Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past. (KM 2.3)
SS.5-8.TCC.4	Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
SS.5-8.TCC.5	Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher. (KM 2.4) <ul style="list-style-type: none"> <li>• Research and analyze past periods, events and issues, using a variety of primary sources as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. (PM 2.3)</li> </ul>
SS.5-8.TCC.6	Analyze key historical periods and patterns of change within and across cultures. (KM 2.5) <ul style="list-style-type: none"> <li>• Formulate questions about topics in history, predict possible answers, and use historical methods of inquiry and literacy skills to locate, organize, analyze, and interpret sources, and present supported findings. (PM 2.1)</li> </ul>

## SOCIAL STUDIES

SS.5-8.TCC.7	Discuss the aftermath of the Great Disappointment and the gift of prophecy given to Ellen White.
SS.5-8.TCC.8	Outline the origins and influences of social, cultural, political, and economic systems. (KM 2.6)
SS.5-8.TCC.9	Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. (KM 2.9) <ul style="list-style-type: none"> <li>• Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)</li> </ul>
SS.5-8.TCC.10	Identify the accomplishments of Seventh-day Adventists in history.
SS.5-8.TCC.11	Outline the efforts and influence of Seventh-day Adventist missionaries.
SS.5-8.TCC.12	Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present. (KM 2.7) <ul style="list-style-type: none"> <li>• Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. (PM 2.4)</li> </ul>
SS.5-8.TCC.13	Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols. (KM 2.8) <ul style="list-style-type: none"> <li>• Use methods of historical inquiry to make informed decisions as responsible citizens to propose policies and take action on an important current issue. (PM 2.5)</li> </ul>
SS.5-8.TCC.14	Study the prophetic outlines of Daniel and the Revelation.

## 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.

SS.5-8.PPE.1	Examine how the theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. (KM 3.1)
SS.5-8.PPE.2	Scrutinize the effects of sin on the environment.
SS.5-8.PPE.3	Describe concepts such as: location, region, place, and migration, as well as human and physical systems. (KM 3.2) <ul style="list-style-type: none"> <li>• Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)</li> </ul>
SS.5-8.PPE.4	Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts. (KM 3.3) <ul style="list-style-type: none"> <li>• Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)</li> </ul>
SS.5-8.PPE.5	Investigate how the concept of regions identifies the links between people in different locations according to specific criteria. (KM 3.5)
SS.5-8.PPE.6	Illustrate patterns of demographic and political change and cultural diffusion in the past and present. (KM 3.6)
SS.5-8.PPE.7	Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs. (KM 3.8) <ul style="list-style-type: none"> <li>• Identify and interpret “push” and “pull” factors involved in the migrations of people in this nation and other parts of the world. (PM 3.5)</li> </ul>
SS.5-8.PPE.8	Discuss human modifications of the environment. (KM 3.7) <ul style="list-style-type: none"> <li>• Evaluate the consequences of human actions in environmental terms. (PM 3.6)</li> </ul>
SS.5-8.PPE.9	Compare and contrast the effects of sin on the environment.
SS.5-8.PPE.10	Analyze the roles of different kinds of population centers in a region or nation. (KM 3.4)

## SOCIAL STUDIES

SS.5-8.PPE.11	Utilize a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. <i>(KM 3.9)</i> <ul style="list-style-type: none"> <li>• Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. <i>(PM 3.2)</i></li> <li>• Calculate distance, scale, and area to inform study of historic or current national and global environments. <i>(PM 3.4)</i></li> </ul>
SS.5-8.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.5-8.IDI.1	Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time. <i>(KM 4.1)</i>
SS.5-8.IDI.2	Achieve a balance in work and leisure which encompasses physical, mental, emotional, social and spiritual activities.
SS.5-8.IDI.3	Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception. <i>(KM 4.2)</i> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about how individual identity forms and changes. <i>(PM 4.1)</i></li> <li>• Examine the relationship between individual identity and social, cultural, and historical contexts. <i>(PM 4.2)</i></li> </ul>
SS.5-8.IDI.4	Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity. <i>(KM 4.3)</i>
SS.5-8.IDI.5	Recognize the role of useful work in personal development and maintaining self-worth. <ul style="list-style-type: none"> <li>• Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. <i>(PM 4.3)</i></li> </ul>
SS.5-8.IDI.6	Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity. <i>(KM 4.4)</i>
SS.5-8.IDI.7	Embrace and cultivate a personal relationship with Christ. <ul style="list-style-type: none"> <li>• Examine the impact of conformity and altruism on identity. <i>(PM 4.4)</i></li> </ul>
SS.5-8.IDI.8	Discuss how individuals’ choices influence identity and development. <i>(KM 4.5)</i>
SS.5-8.IDI.9	Identify the qualities that make individuals unique and equip them for a place in God’s overall plan. <ul style="list-style-type: none"> <li>• Identify the relationship between individual qualities and career or professional choices. <i>(PM 4.7)</i></li> </ul>
SS.5-8.IDI.10	Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. <i>(KM 4.6)</i> <ul style="list-style-type: none"> <li>• Identify biases that can influence a person’s perceptions of other individuals including individuals belonging to groups with different physical, social, or cultural characteristics. <i>(PM 4.5)</i></li> </ul>
SS.5-8.IDI.11	Develop a respect for others including senior citizens and individuals with disabilities. <ul style="list-style-type: none"> <li>• Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. <i>(PM 4.6)</i></li> </ul>

## 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.

## SOCIAL STUDIES

SS.5-8.IGI.1	Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions. (KM 5.1)
SS.5-8.IGI.2	<p>Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2)</p> <ul style="list-style-type: none"> <li>• Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1)</li> <li>• Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)</li> </ul>
SS.5-8.IGI.3	Determine how institutions are created to respond to changing individual and group needs. (KM 5.3)
SS.5-8.IGI.4	Identify ways that Seventh-day Adventist organizations work to improve life in communities. <ul style="list-style-type: none"> <li>• Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)</li> </ul>
SS.5-8.IGI.5	Express ways in which young people are socialized which include similarities as well as differences across cultures. (KM 5.4) <ul style="list-style-type: none"> <li>• Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)</li> </ul>
SS.5-8.IGI.6	Investigate how groups and institutions change over time. (KM 5.5)
SS.5-8.IGI.7	Assess how cultural diffusion occurs when groups migrate. (KM 5.6) <ul style="list-style-type: none"> <li>• Analyze the role of institutions in furthering both continuity and change. (PM 4.6)</li> </ul>
SS.5-8.IGI.8	Discuss the influence of women and ethnic groups in the growth of the Seventh-day Adventist church.
SS.5-8.IGI.9	Demonstrate how institutions may promote or undermine social conformity. (KM 5.7) <ul style="list-style-type: none"> <li>• Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)</li> </ul>
SS.5-8.IGI.10	Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result. (KM 5.8) <ul style="list-style-type: none"> <li>• Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)</li> </ul>
SS.5-8.IGI.11	Critique how groups and institutions influence culture in a variety of ways. (KM 5.9) <ul style="list-style-type: none"> <li>• Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)</li> </ul>
SS.5-8.IGI.12	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.5-8.PAG.1	Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land. (KM 6.1)
SS.5-8.PAG.2	Compare the constitution of a country to the Ten Commandments.
SS.5-8.PAG.3	Discuss ideas that are the foundation of American constitutional democracy including those of the U. S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism. (KM 6.2)
SS.5-8.PAG.4	<p>Evaluate fundamental values of constitutional democracy. (KM 6.3)</p> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1)</li> <li>• Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)</li> </ul>

## SOCIAL STUDIES

SS.5-8.PAG.5	<p>Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4)</p> <ul style="list-style-type: none"> <li>• Compare and analyze the ways in which groups and nations respond to the richness of unity and diversity, as well as tensions and conflicts associated with unity and diversity. (PM 6.3)</li> </ul>
SS.5-8.PAG.6	<p>Exhibit tolerance and respect for individuals with different beliefs and viewpoints.</p>
SS.5-8.PAG.7	<p>Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5)</p> <ul style="list-style-type: none"> <li>• Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4)</li> <li>• Evaluate the role of technology as it contributes to conflict and cooperation among nations and groups and as it contributes to or detracts from systems of power, authority, and governance. (PM 6.5)</li> </ul>
SS.5-8.PAG.8	<p>Describe the structure and organization of the Seventh-day Adventist church.</p>
SS.5-8.PAG.9	<p>Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.</p>

## 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.5-8.PDC.1	<p>Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1)</p> <ul style="list-style-type: none"> <li>• Analyze methods for allocating scarce goods and services at the state, national, and global levels, and describe the possible impacts of these choices. (PM 7.3)</li> </ul>
SS.5-8.PDC.2	<p>Examine the efforts of the Seventh-day Adventist church to alleviate social problems.</p>
SS.5-8.PDC.3	<p>Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative. (KM 7.2)</p>
SS.5-8.PDC.4	<p>Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)</p>
SS.5-8.PDC.5	<p>Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4)</p> <ul style="list-style-type: none"> <li>• Compare an individual's economic decisions with those of others, and consider the wider consequences of those decisions for groups, communities, the nation, and beyond. (PM 7.2)</li> </ul>
SS.5-8.PDC.6	<p>Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.</p>
SS.5-8.PDC.7	<p>Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors. (KM 7.5)</p> <ul style="list-style-type: none"> <li>• Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)</li> </ul>
SS.5-8.PDC.8	<p>Explain the economic gains that result from specialization and exchange as well as the trade-offs. (KM 7.6)</p> <ul style="list-style-type: none"> <li>• Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)</li> </ul>
SS.5-8.PDC.9	<p>Interpret how markets bring buyers and sellers together to exchange goods and services. (KM 7.7)</p>
SS.5-8.PDC.10	<p>Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption. (KM 7.8)</p>

## SOCIAL STUDIES

SS.5-8.PDC.11	<ul style="list-style-type: none"> <li>Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)</li> </ul> <p>Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government. (KM 7.9)</p> <ul style="list-style-type: none"> <li>Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)</li> </ul>
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## 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.

SS.5-8.STS.1	Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks. (KM 8.1)
SS.5-8.STS.2	<p>Develop a logical argument that there are gaps in access to science and technology around the world. (KM 8.10)</p> <ul style="list-style-type: none"> <li>Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)</li> </ul>
SS.5-8.STS.3	Investigate how society often turns to science and technology to solve problems. (KM 8.2)
SS.5-8.STS.4	Give evidence of how our lives today are media and technology dependent. (KM 8.3)
SS.5-8.STS.5	<p>Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present. (KM 8.4)</p> <ul style="list-style-type: none"> <li>Ask and find answers to questions about the ways in which science and technology affect people's lives today in different places, and have done so in the past. (PM 8.1)</li> </ul>
SS.5-8.STS.6	Understand the healthy benefits of time management and practice self-control when using technology.
SS.5-8.STS.7	<p>Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities. (KM 8.5)</p> <ul style="list-style-type: none"> <li>Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)</li> </ul>
SS.5-8.STS.8	<p>Use a variety of media and formats within digital environments to communicate ideas with authentic audiences, and engage in faith-based activities.</p> <ul style="list-style-type: none"> <li>Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)</li> </ul>
SS.5-8.STS.9	Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)
SS.5-8.STS.10	Recognize how a Christian uses technology as a responsible citizen.
SS.5-8.STS.11	<p>Cite evidence of how media are created, received, and are dependent upon cultural contexts. (KM 8.7)</p> <ul style="list-style-type: none"> <li>Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)</li> </ul>
SS.5-8.STS.12	Analyze how science and technology sometimes create ethical issues that test our standards and values. (KM 8.8)
SS.5-8.STS.13	<p>Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9)</p> <ul style="list-style-type: none"> <li>Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)</li> </ul>
SS.5-8.STS.14	Design a project using technology to serve the church and community.

## SOCIAL STUDIES

### 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.

SS.5-8.GC.1	<p>Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1)</p> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about the ways in which people and societies are connected globally today and were connected in the past. (PM 9.1)</li> <li>• Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)</li> </ul>
SS.5-8.GC.2	<p>Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2)</p> <ul style="list-style-type: none"> <li>• Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. (PM 9.7)</li> </ul>
SS.5-8.GC.3	<p>Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3)</p> <ul style="list-style-type: none"> <li>• Explore the causes, consequences, and possible solutions related to persistent, current, and emerging global issues such as health, resource allocation, economic development, and environmental quality. (PM 9.6)</li> </ul>
SS.5-8.GC.4	<p>Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)</p>
SS.5-8.GC.5	<p>Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5)</p> <ul style="list-style-type: none"> <li>• Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. (PM 9.3)</li> <li>• Describe and analyze the effects of changing technologies on global connectivity. (PM 9.5)</li> </ul>
SS.5-8.GC.6	<p>Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6)</p> <ul style="list-style-type: none"> <li>• Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4)</li> </ul>
SS.5-8.GC.7	<p>Discuss and analyze the unique message and mission of the Seventh-day Adventist church.</p>
SS.5-8.GC.8	<p>Demonstrate an understanding of current world missions 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.5-8.CIP.1	<p>Discuss how the theme of civic ideals and practices helps us to learn about and know how to work for the betterment of society. (KM 10.1)</p>
SS.5-8.CIP.2	<p>Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. (KM 10.2)</p> <ul style="list-style-type: none"> <li>• Ask and find answers to questions about how to become informed and take civic action. (PM 10.1)</li> </ul>
SS.5-8.CIP.3	<p>Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)</p>

## SOCIAL STUDIES

		<ul style="list-style-type: none"> <li>• Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2)</li> </ul>
SS.5-8.CIP.4	Examine the common good and the rule of law. (KM 10.4)	<ul style="list-style-type: none"> <li>• Analyze and evaluate the effectiveness of various forms of civic action influencing public policy decisions that address the realization of civic ideals. (PM 10.3)</li> </ul>
SS.5-8.CIP.5	Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)	<ul style="list-style-type: none"> <li>• Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4)</li> <li>• Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5)</li> <li>• Identify, seek, describe, and evaluate multiple points of view about selected issues, and note the strengths, weaknesses, and consequences associated with holding each position. (PM 10.6)</li> </ul>
SS.5-8.CIP.6	Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)	<ul style="list-style-type: none"> <li>• Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9)</li> </ul>
SS.5-8.CIP.7	Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues. (KM 10.7)	<ul style="list-style-type: none"> <li>• Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8)</li> </ul>
SS.5-8.CIP.8	Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)	<ul style="list-style-type: none"> <li>• Develop a position on a public policy issue and defend it with evidence. (PM 10.7)</li> <li>• Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10)</li> </ul>
SS.5-8.CIP.9	Compare religious freedom in various parts of the world.	

## 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.

		Choose appropriate software to generate new ideas and create products. (Creativity and Innovation-1)
T.6-8.DL.1		
T.6-8.DL.2	Select and use technology in multiple subjects to gather, organize, and analyze data to draw conclusions, solve problems, make informed decisions, and/or propose solutions to an authentic audience. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)	
T.6-8.DL.3	Play with technology and collaborate to present what is discovered. (Creativity and Innovation-1)	
T.6-8.DL.4	Analyze and evaluate how technology can help identify multiple solutions to a problem. (Critical Thinking, Problem Solving, and Decision Making-4)	
T.6-8.DL.5	Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)	

## TECHNOLOGY

### 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.6-8.DF.1	Use a variety of media and formats within digital environments to communicate ideas with authentic audiences and engage in faith-based activities. <span style="color: #e0e0ff;">(Communication and Collaboration-2)</span>
T.6-8.DF.2	Select appropriate Internet resources to acquire, produce, and share knowledge in all subjects. <span style="color: #e0e0ff;">(Research and Information Fluency-3; Technology Operations and Concepts-6)</span>
T.6-8.DF.3	Exhibit fluency in operations, concepts, and terminology across a wide variety of hardware and software. <span style="color: #e0e0ff;">(Technology Operations and Concepts-6)</span>
T.6-8.DF.4	Troubleshoot technology problems by hypothesizing causes, discovering possible solutions, and sharing results with others. <span style="color: #e0e0ff;">(Technology Operations and Concepts-6)</span>
T.6-8.DF.5	Increase keyboarding speed and accuracy using correct touch typing technique. <span style="color: #e0e0ff;">(Technology Operations and Concepts-6)</span>

### 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.6-8.DC.1	Practice and model being a responsible Christian in the online community. <span style="color: #e0e0ff;">(Digital Citizenship-5)</span>
T.6-8.DC.2	Show respect for cultural diversity while using technology to engage a global audience to promote the Gospel. <span style="color: #e0e0ff;">(Communication and Collaboration-2; Digital Citizenship-5)</span>
T.6-8.DC.3	Practice safe, legal, and responsible use of technology, recognizing the permanence of the digital footprint. <span style="color: #e0e0ff;">(Digital Citizenship-5)</span>
T.6-8.DC.4	Compare and contrast positive and negative examples of communication on the Internet and demonstrate ways to appropriately handle cyberbullying. <span style="color: #e0e0ff;">(Digital Citizenship-5)</span>
T.6-8.DC.5	Understand copyright and cite sources when referencing original works. <span style="color: #e0e0ff;">(Research and Information Fluency-3; Digital Citizenship-5)</span>
T.6-8.DC.6	Practice responsible stewardship as consumers and producers in an online global economy. <span style="color: #e0e0ff;">(Critical Thinking, Problem-Solving, and Decision Making-4; Digital Citizenship-5)</span>
T.6-8.DC.7	Understand the healthy benefits of time management and practice self-control when using technology. <span style="color: #e0e0ff;">(Critical Thinking, Problem-Solving, and Decision Making-4; Digital Citizenship-5)</span>
T.6-8.DC.8	Determine responsible Internet security protocols. <span style="color: #e0e0ff;">(Digital Citizenship-5)</span>