

ELEMENTARY STANDARDS BY GRADE LEVEL: GRADE 5

A PACIFIC UNION CONFERENCE CORRELATION OF NAD AND CCSS

5

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.

History of the Bible	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)
Organization of the Bible	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)
Bible Study Skills	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)

BIBLE

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.

Creation	<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>
Fall	<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>
Redemption	<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>

BIBLE

	B.5-8.BK.21	Analyze the meanings of the symbols of redemption (e.g., baptism, communion, foot washing, the cross, etc.). (15, 16)
Re-Creation	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.

Knowledge of God	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)
Acceptance of Salvation and Grace	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)
Development of Christian Character	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)

BIBLE

	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)
Commitment to Relationship with God	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.

Caring for Self	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)
Caring for Others	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)
Learning Through Service	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)
Sharing Faith	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)

BIBLE

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.

Church History	<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>
Spirit of Prophecy	<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>
Church Structure and Governance	<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>
Current Thought Shapers	<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.

Creating	FA.5-8.MA.1	Validate God as the Creator.
	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)
	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)
	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)
	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)
Producing	FA.5-8.MA.6	Strategically develop media arts skills to the fullest extent always showing honor to God.
	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)
	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)
	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)
	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)
	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)
	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)
Responding	FA.5-8.MA.13	Reflect Christian principles when making connections with media artworks.
	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)
	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)
	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)
	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)
Connecting	FA.5-8.MA.18	Analyze and evaluate that all talents and gifts come from God.

FINE ARTS

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.

Creating	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)
Presenting	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)
Responding	FA.5-8.VA.13	Critique a work of art using the perspective of the Adventist worldview.

FINE ARTS

	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
Connecting	<p>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.</p> <p>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)</p> <p>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)</p> <p>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)</p>

MUSIC

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

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

Creating	<p>FA.5-8.M.1 Explain how musical works can be created to glorify God.</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p>
Performing	<p>FA.5-8.M.9 Explain or demonstrate ways in which a performer can glorify God and bless others.</p>

FINE ARTS

	<p>FA.5-8.M.10 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>FA.5-8.M.11 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>FA.5-8.M.12 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>FA.5-8.M.13 Identify how cultural and historical context inform performances and result in different music interpretations. (MU:Pr4.2.5-8c)</p> <p>FA.5-8.M.14 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>FA.5-8.M.15 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>FA.5-8.M.16 Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. (MU:Pr5.1.5-8b)</p> <p>FA.5-8.M.17 Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.5-8a)</p> <p>FA.5-8.M.18 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>
Responding	<p>FA.5-8.M.19 Compare and contrast different Christian music genres and identify how they can affect one's relationship with God.</p> <p>FA.5-8.M.20 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>FA.5-8.M.21 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>FA.5-8.M.22 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>FA.5-8.M.23 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>FA.5-8.M.24 Apply teacher-provided, collaboratively-developed, or personally-developed criteria to evaluate musical works or performances. (MU:Re9.1.5-8a)</p>
Connecting	<p>FA.5-8.M.25 Analyze hymns, scripture songs, and other spiritual selections and identify connections to the creator's intent.</p> <p>FA.5-8.M.26 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>FA.5-8.M.27 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (MU:Cn11.1.5-8a)</p>
DRAMA	
<p>Essential Question: How does drama stimulate creativity, challenge perceptions, and explore the human experience while inspiring us to learn about God's love?</p> <p>Big Idea: Drama is an art form that enables us to engage the senses, imagination, and intellect in telling a story that can be used to understand the human experience and God.</p>	
Creating	<p>FA.5-8.D.1 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>
Performing	<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>
Responding	<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>
Connecting	<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.

Phonics and Word Recognition	LA.5.RF.1	Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context. (RF.5.3)
Fluency	LA.5.RF.2	Read on-level text with purpose and understanding; read on-level prose and poetry orally with accuracy, appropriate rate, and expression. (RF.5.4a-b)
	LA.5.RF.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4c)
	LA.5.RF.4	Use silent reading strategies.

READING – LITERATURE

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

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

Key Ideas and Details	LA.5.RL.1	Quote from the text when explaining what the text says explicitly and when drawing inferences. (RL.5.1)
	LA.5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text. (RL.5.2)
	LA.5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama. (RL.5.3)
	LA.5.RL.4	Skim for an overview; scan to find specific information.
Craft and Structure	LA.5.RL.5	Determine the meaning of words and phrases in context, including figurative language such as metaphors and similes. (RL.5.4)
	LA.5.RL.6	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
	LA.5.RL.7	Explain how a narrator’s or speaker’s point of view influences how events are described. (RL.5.6)
Integration of Knowledge and Ideas	LA.5.RL.8	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (RL.5.7)
	LA.5.RL.9	Compare and contrast stories in the same genre with respect to their treatment of similar themes and topics. (RL.5.9)
	LA.5.RL.10	Make connections between a text and personal life experiences and other texts.
	LA.5.RL.11	Select literature that reflects the teachings in God’s Word.

LANGUAGE ARTS

Range of Reading and Level of Text Complexity	LA.5.RL.12	Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently. (RL.5.10)
	LA.5.RL.13	Self-monitor reading strategies and make modifications as needed.
	LA.5.RL.14	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.

Key Ideas and Details	LA.5.RI.1	Quote from the text when explaining what the text says explicitly and when drawing inferences. (RI.5.1)
	LA.5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (RI.5.2)
	LA.5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. (RI.5.3)
	LA.5.RI.4	Skim for an overview; scan to find specific information.
Craft and Structure	LA.5.RI.5	Determine the meaning of content-specific words and phrases. (RI.5.4)
	LA.5.RI.6	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)
	LA.5.RI.7	Analyze multiple accounts of the same event or topic, noting point of view similarities and differences. (RI.5.6)
Integration of Knowledge and Ideas	LA.5.RI.8	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. (RI.5.7)
	LA.5.RI.9	Explain how an author uses reasons and evidence to support particular ideas, identifying which reasons and evidence support specific ideas. (RI.5.8)
	LA.5.RI.10	Integrate information from several texts on the same topic in order to write or speak about the subject. (RI.5.9)
	LA.5.RI.11	Select informational text that affirms the teachings in God’s Word.
Range of Reading and Level of Text Complexity	LA.5.RI.12	Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently. (RI.5.10)
	LA.5.RI.13	Self-monitor reading strategies and make modifications as needed.
	LA.5.RI.14	Read literary nonfiction for 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.

Text Types and Purposes	LA.5.W.1	Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons and organized information, linking words and phrases, and clauses (e.g., consequently, specifically), and a conclusion. (W.5.1)
	LA.5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction with a general observation and focus, well-organized supporting details (e.g., facts, definitions, quotations, examples); precise language and content-specific vocabulary, ideas linked within/across categories using words and phrases (e.g., in contrast, especially), formatting (e.g., headings), illustrations and multimedia when useful, and a conclusion. (W.5.2)
	LA.5.W.3	Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing), sensory details, transitions, clear event sequences, a specific situation, a narrator and/or characters, and a conclusion. (W.5.3)

LANGUAGE ARTS

	LA.5.W.4	Produce writing that honors God and affirms the principles in His Word.
Production and Distribution of Writing	LA.5.W.5	Produce clear and coherent writing in which the development and organization(e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience. (W.5.4)
	LA.5.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach. (W.5.5)
	LA.5.W.7	With support, use technology, including the Internet, to produce and publish writing (using grade-appropriate keyboarding skills), as well as to interact and collaborate. (W.5.6)
	LA.5.W.8	Apply common conventions of handwriting.
Research to Build and Present Knowledge	LA.5.W.9	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
	LA.5.W.10	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information, in notes and finished work, and list sources. (W.5.8)
	LA.5.W.11	Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
Range of Writing	LA.5.W.12	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.5.10)

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.

Comprehension and Collaboration	LA.5.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; follow agreed-upon rules and carry out assigned roles; pose and respond to specific questions; review key ideas and draw conclusions. (SL.5.1)
	LA.5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally). (SL.5.2)
	LA.5.SL.3	Summarize a speaker's points and explain how each claim is supported by reasons and evidence. (SL.5.3)
Presentation of Knowledge and Ideas	LA.5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.5.4)
	LA.5.SL.5	Use digital media for presentations when appropriate. (SL.5.5)
	LA.5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (SL.5.6)
	LA.5.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.

Conventions of Standard English	LA.5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of conjunctions, prepositions, and interjections in general and in particular sentences; use verb tenses correctly, including the perfect verb tenses; use correlative conjunctions (e.g., either/or; neither/nor). (L.5.1)
--	----------	---

LANGUAGE ARTS

	LA.5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words yes and no, to set off a tag question, and to indicate direct address; use underlining, quotation marks, or italics to indicate titles of works; spell grade-appropriate words, consulting references as needed. (L.5.2)
Knowledge of Language	LA.5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: expand, combine, and reduce sentences for meaning, reader/listener interest, and style; compare and contrast the varieties of English used in stories, dramas, or poems. (L.5.3)
Vocabulary Acquisition and Use	LA.5.L.4	Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context (e.g., cause/effect relationships and comparison) and grade-appropriate Greek and Latin affixes and roots (e.g., photograph, photosynthesis) as clues to the meaning of a word or phrase; consult print and digital references for pronunciation and meaning. (L.5.4)
	LA.5.L.5	Demonstrate understanding of word relationships and nuances in word meanings: interpret figurative language, including similes and metaphors in context; explain the meaning of common idioms, adages, and proverbs; use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words. (L.5.5)
	LA.5.L.6	Acquire and use content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6)

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.

Place Value	5.NO.1	Read, write, and compare decimals to the thousandths place using standard, number name, and expanded forms; round decimals to any place. (5.NBT.3,4)
	5.NO.2	Explain patterns in relation to the powers of 10. (5.NBT.1,2)
Basic Operations	5.NO.3	Multiply multi-digit whole numbers; divide using a two-digit divisor and up to a four-digit dividend; add, subtract, multiply, and divide decimals up to the hundredths place. (5.NBT.5,6,7)
Fractions/Decimals	5.NO.4	Add and subtract fractions and mixed numbers with unlike denominators; multiply a fraction or a whole number by a fraction; divide fractions by whole numbers. (5.NF.1,2,3,4,5,6,7)
	5.NO.5	Simplify fractions to lowest terms.

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.

Numerical Expressions	5.OAT.1	Write and interpret simple numerical expressions using parentheses, brackets, and braces. (5.OA.1,2)
Factors	5.OAT.2	Determine the least common multiple (LCM) and greatest common factor (GCF) of two numbers.
Patterns	5.OAT.3	Generate, identify the relationship, and graph ordered pairs using numerical patterns with two given rules. (5.OA.3)

MATHEMATICS

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.

Conversion	5.M.1	Convert like units within a given measurement system (e.g., cm to m, m to cm). (5.MD.1)
Volume	5.M.2	Understand concepts of volume measurement in cubic measure (cm ³ , in ³ , ft ³) and apply to multiplication and addition. (5.MD.3,4,5)
Geometric Measurement	5.M.3	Know the relationship between radius and diameter.

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.

Graphs	5.GEO.1	Graph points in the first quadrant of the coordinate plane to solve real-world and mathematical problems. (5.G.1,2)
Sides/Angles	5.GEO.2	Classify two-dimensional figures into categories based on their properties of sides and angles. (5.G.3,4)

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.

Data	5.DSP.1	Use basic operations to solve problems using a line plot to display a data set of measurement in fractions of a unit (halves, fourths, and eighths). (5.MD.2)
	5.DSP.2	Find the mean, median, mode, and range of a given set of data.

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.

Locomotor	PE.5.MS.1 PE.5.MS.2 PE.5.MS.3 PE.5.MS.4	Combines locomotor and manipulative skills in a variety of small-sided practice tasks in game environments. (S1.E1.5b) Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, basketball). (S1.E1.5c) Uses appropriate pacing for a variety of running distances. (S1.E2.5) Combines jumping and landing patterns with locomotor and manipulative skills in gymnastics and small-sided practice tasks in game environments. (S1.E3.5)
Non-locomotor	PE.5.MS.5 PE.5.MS.6 PE.5.MS.7	Combines balance and transferring weight in gymnastics sequence. (S1.E7.5) Performs non-locomotor actions with correct application, for gymnastics and small-sided practice tasks in game environments. (S1.E10.5) Combines actions, balances, and weight transfers to create a gymnastic sequence with a partner on equipment. (S1.E12.5)

PHYSICAL EDUCATION

Manipulative	<p>PE.5.MS.8</p> <p>PE.5.MS.9</p> <p>PE.5.MS.10</p> <p>PE.5.MS.11</p> <p>PE.5.MS.12</p> <p>PE.5.MS.13</p> <p>PE.5.MS.14</p> <p>PE.5.MS.15</p> <p>PE.5.MS.16</p> <p>PE.5.MS.17</p> <p>PE.5.MS.18</p> <p>PE.5.MS.19</p> <p>PE.5.MS.20</p> <p>PE.5.MS.21</p>	<p>Throws underhand and overhand with a mature pattern in static environments (closed skills), with different sizes and types of objects/balls. (S1.E13.5a; S1.E14.5a)</p> <p>Throws underhand and overhand to a large target with accuracy. (S1.E13.5b; S1.E14.5b)</p> <p>Throws and catches with accuracy, both partners moving. (S1.E15.5a; S1.E16.5b)</p> <p>Throws and catches with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E15.5b; S1.E16.5c)</p> <p>Catches a batted ball above the head, at chest or waist level, and along the ground using a mature pattern in a static environment (closed skills). (S1.E16.5a)</p> <p>Combines hand and foot dribbling with other skills during one-on-one practice tasks. (S1.E17.5; S1.E18.5)</p> <p>Passes and receives a pass with the feet using a mature pattern as both partners travel. (S1.E19.5a; S1.E19.5b)</p> <p>Dribbles with hands or feet with mature patterns in a variety of small-sided game forms. (S1.E20.5)</p> <p>Demonstrates mature patterns of kicking and punting in small-sided practice task environments. (S1.E21.5)</p> <p>Volleys a ball using a two-hand pattern, sending it upward to a target. (S1.E23.5)</p> <p>Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment. (S1.E24.5)</p> <p>Strikes a pitched ball with a bat using a mature pattern. (S1.E25.5a)</p> <p>Combines striking with long implement (e.g., hockey stick), using receiving/traveling skills in a small-sided game. (S1.E25.5b)</p> <p>Creates a jump-rope routine with a partner using either a short or long rope. (S1.E27.5)</p>
---------------------	---	---

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.

Movement Concepts	<p>PE.5.PA.1</p> <p>PE.5.PA.2</p> <p>PE.5.PA.3</p> <p>PE.5.PA.4</p> <p>PE.5.PA.5</p>	<p>Combines spatial concepts with locomotor and non-locomotor movements for small groups in gymnastics and game environments. (S2.E1.5)</p> <p>Combines movement concepts with skills in small-sided practice tasks in game environments and gymnastics with self-direction. (S2.E2.5)</p> <p>Applies movement concepts to strategy in game situations. (S2.E3.5a)</p> <p>Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)</p> <p>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways) in small-sided practice tasks in game environments and gymnastics. (S2.E3.5c)</p>
Movement Principles	<p>PE.5.PA.6</p> <p>PE.5.PA.7</p> <p>PE.5.PA.8</p>	<p>Applies information from a variety of internal and external sources to improve performance.</p> <p>Recognizes sport specific movement patterns that can be applied to games (e.g., similarity of the ready position in striking movement).</p> <p>Detects, analyzes, and corrects errors in a partner's motor skills.</p>
Strategies and Tactics	<p>PE.5.PA.9</p> <p>PE.5.PA.10</p> <p>PE.5.PA.11</p>	<p>Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)</p> <p>Applies basic offensive and defensive strategies and tactics in net/wall small-sided practice tasks. (S2.E5.5b)</p> <p>Recognizes the type of throw, volley, or striking action needed for different games and sports situations. (S2.E5.5c)</p>

PHYSICAL EDUCATION

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.

Knowledge	PE.5.PF.1	Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (S3.E1.5)
	PE.5.PF.2	Differentiates between skill-related and health-related fitness. (S3.E3.5a)
	PE.5.PF.3	Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E3.5b)
Participation	PE.5.PF.4	Actively engages in all the activities of physical education. (S3.E2.5)
	PE.5.PF.5	Responds to God's love by using physical gifts to serve others.
Assessment	PE.5.PF.6	Analyzes results of pre- and post- fitness assessment, comparing results with fitness components for good health. (S3.E5.5a)
	PE.5.PF.7	Designs a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
Nutrition	PE.5.PF.8	Analyzes the impact of food choices relative to physical activity, youth sports, and personal health. (S3.E6.5)

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.

Personal Responsibility	PE.5.RB.1	Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
	PE.5.RB.2	Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a)
	PE.5.RB.3	Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
	PE.5.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.
	PE.5.RB.5	Gives corrective feedback respectfully to peers. (S4.E3.5)
	PE.5.RB.6	Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
	PE.5.RB.7	Practices habits attributed to a healthy and well-groomed individual (e.g., hand washing regularly).
	PE.5.RB.8	Consistently puts forth best effort in every task.
Rules and Safety	PE.5.RB.9	Critiques the etiquette involved in rules of various game activities. (S4.E5.5)
	PE.5.RB.10	Applies safety principles (e.g., equipment, weather) with age-appropriate physical activities. (S4.E6.5)

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.

Health	PE.5.VH.1	Identifies that God's ideal for quality living includes a healthy lifestyle.
	PE.5.VH.2	Compares the health benefits of participating in selected physical activities. (S5.E1.5)
	PE.5.VH.3	Applies the value of adequate sleep for optimal health to assist in the building of healthy bodies.

PHYSICAL EDUCATION

	PE.5.VH.4	Analyzes the impact that physical health has on mental, emotional, spiritual, and social well-being.
Challenge	PE.5.VH.5	Seeks personally challenging activities.
	PE.5.VH.6	Expresses (e.g., written essay, visual art) the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
Self-expression and Enjoyment	PE.5.VH.7	Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
	PE.5.VH.8	Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport). (S5.E4.5)
	PE.5.VH.9	Describes the importance of being a positive spectator.
	PE.5.VH.10	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.

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.

Molecules to Organisms: Structures and Processes	S.3-5.LS.1	Develop models (e.g., drawings, diagrams) to describe that organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (3-LS1-1)
	S.3-5.LS.2	Construct an argument that plants and animals have internal and external structures (e.g., thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin) that function to support survival, growth, behavior, and reproduction. (4-LS1-1)
	S.3-5.LS.3	Use a model to describe systems of information transfer (e.g., nerves, hormones) that animals use to receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (4-LS1-2)
	S.3-5.LS.4	Support an argument that plants get the materials they need for growth chiefly from air and water. (5-LS1-1)
Ecosystems: Interactions, Energy, and Dynamics	S.3-5.LS.5	Construct an argument that some animals form groups that help members survive. (3-LS2-1)
	S.3-5.LS.6	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. (5-LS2-1)
Heredity: Inheritance and Variation of Traits	S.3-5.LS.7	Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. (3-LS3-1)
	S.3-5.LS.8	Use evidence to support the explanation that traits can be influenced by the environment (e.g., Galapagos finches, peppered moth). (3-LS3-2)
Life: Origins, Unity, and Diversity	S.3-5.LS.9	Analyze and interpret data (e.g., type, size, distributions) from fossils to provide evidence of the organisms and the environments (e.g., marine fossils on dry land, tropical plant fossils in Arctic areas, fossils of extinct organisms) in which they lived long ago. (3-LS4-1)
	S.3-5.LS.10	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns are less likely to be eaten by predators, animals with better camouflage coloration are more likely to survive and to reproduce). (3-LS4-2)

SCIENCE

	S.3-5.LS.11	Construct an argument with evidence (e.g., needs, characteristics) that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (3-LS4-3)
	S.3-5.LS.12	Make a claim about the merit of a plant or animal adaptation in response to an environmental change (e.g., land characteristics, water distribution, temperature, food, other organisms). (3-LS4-4)
	S.3-5.LS.13	Construct an argument with evidence to support that God has created within living things a pool of variations that allows organisms to adapt to changes in the environment.
	S.3-5.LS.14	Apply scientific principles to construct a personal model that explains origins of life on earth and acknowledges God as the Creator.

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.

Health Promotion and Disease Prevention	S.3-5.HS.1	Make observations to construct an evidence based link between healthy behaviors and personal health.
	S.3-5.HS.2	Construct an argument that spiritual, emotional, intellectual, physical, and social health are interrelated and dependent on one another.
	S.3-5.HS.3	Analyze patterns of accidental injuries in different locations; develop a specific action plan designed to reduce accidents; evaluate the success of the plan.
	S.3-5.HS.4	Develop a model that demonstrates effective verbal and nonverbal communication skills to enhance health and reduce health risks.
	S.3-5.HS.5	Use scientific evidence to develop a family health plan designed to strengthen and enhance personal health.
Health Resources	S.3-5.HS.6	Analyze and communicate the reliability of health information, products, and local services.
Healthy Lifestyle Choices	S.3-5.HS.7	Construct a model that illustrates the various influences that impact personal health.
	S.3-5.HS.8	Conduct an investigation to evaluate the accuracy/influence of the media on health.
	S.3-5.HS.9	Construct a model that demonstrates the ability to use decision making skills to enhance health.
	S.3-5.HS.10	Select a personal health goal, evaluate health resources to develop and implement a plan aimed at achieving the goal, and monitor progress toward the goal.
	S.3-5.HS.11	Gather, synthesize, and present information from the Bible about God's plan for healthy living.

EARTH AND SPACE SCIENCES

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

Earth's Systems	S.3-5.ES.1	Represent data (e.g., average temperature, precipitation, wind direction) in tables and graphical displays to describe typical weather conditions expected during a particular season. (3-ESS2-1)
	S.3-5.ES.2	Obtain and combine information to describe climates in different regions of the world. (3-ESS2-2)
	S.3-5.ES.3	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (e.g., angle of slope in downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing water, cycles of heating and cooling, volume of water flow). (4-ESS2-1)

SCIENCE

	<p>S.3-5.ES.4</p> <p>S.3-5.ES.5</p> <p>S.3-5.ES.6</p>	<p>Analyze and interpret data from maps, including topographic maps, to describe patterns of Earth's features. (4-ESS2-2)</p> <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (e.g., influence of ocean on ecosystems, landform shape, climate; influence of the atmosphere on landforms and ecosystems; influence of mountain ranges on winds and clouds). (5-ESS2-1)</p> <p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (5-ESS2-2)</p>
Earth and Human Activity	<p>S.3-5.ES.7</p> <p>S.3-5.ES.8</p> <p>S.3-5.ES.9</p> <p>S.3-5.ES.10</p>	<p>Make a claim about the merit of a design solution that reduces the impacts of a weather related hazard (e.g., barriers to prevent flooding, wind resistant roofs, lightning rods). (3-ESS3-1)</p> <p>Obtain and combine information to describe that energy and fuels are derived from natural resources (e.g., wind energy, water behind dams, sunlight, fossil fuels, fissile materials) and their uses affect the environment (e.g., loss of habitat due to dams, surface mining, air pollution). (4-ESS3-1)</p> <p>Generate and compare multiple solutions (e.g., earthquake resistant building, monitoring volcanic activity) to reduce the impacts of natural Earth processes on humans. (4-ESS3-2)</p> <p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. (5-ESS3-1)</p>
Earth's Place in the Universe	<p>S.3-5.ES.11</p> <p>S.3-5.ES.12</p> <p>S.3-5.ES.13</p>	<p>Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (4-ESS1-1)</p> <p>Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. (5-ESS1-1)</p> <p>Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. (5-ESS1-2)</p>

PHYSICAL SCIENCES

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

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

Matter and Its Interactions	<p>S.3-5.PS.1</p> <p>S.3-5.PS.2</p> <p>S.3-5.PS.3</p> <p>S.3-5.PS.4</p>	<p>Develop a model to describe that matter is made of particles too small to be seen (e.g., add air to expand a basketball, compress air in a syringe, dissolve sugar in water, evaporate salt water). (5-PS1-1)</p> <p>Measure and graph quantities to provide evidence that the total weight of matter is conserved regardless of the type of change (e.g., phase changes, dissolving, mixing) that occurs when heating, cooling, or mixing substances. (5-PS1-2)</p> <p>Make observations and measurements to identify materials (e.g., powders, metals, minerals, liquids) based on their properties (e.g., color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, solubility). (5-PS1-3)</p> <p>Conduct an investigation to determine whether the mixing of two or more substances results in new substances. (5-PS1-4)</p>
Motion and Stability: Forces and Interactions	<p>S.3-5.PS.5</p> <p>S.3-5.PS.6</p>	<p>Plan and conduct an investigation to provide evidence of the effects of balanced (e.g., pushing two opposite sides of a box) and unbalanced (e.g., pushing one side of a box) forces on the motion of an object. (3-PS2-1)</p> <p>Observe and/or measure an object's motion to provide evidence that a pattern can be used to predict future motion (e.g., child swinging, ball rolling in a bowl, pendulum). (3-PS2-2)</p>

SCIENCE

	<p>S.3-5.PS.7</p> <p>S.3-5.PS.8</p> <p>S.3-5.PS.9</p>	<p>Ask questions to determine cause and effect relationships (e.g., distance between objects affects strength of the force, orientation of magnets affect direction of magnetic force) of electric or magnetic interactions between two objects not in contact with each other. (3-PS2-3)</p> <p>Define a simple design problem (e.g., constructing a door latch, creating a device to keep two moving objects from touching) that can be solved by applying scientific ideas about magnets. (3-PS2-4)</p> <p>Support an argument that the gravitational force exerted by Earth on objects is directed down toward the center of the earth. (5-PS2-1)</p>
Energy	<p>S.3-5.PS.10</p> <p>S.3-5.PS.11</p> <p>S.3-5.PS.12</p> <p>S.3-5.PS.13</p> <p>S.3-5.PS.14</p>	<p>Use evidence to construct an explanation relating the speed of an object to the energy of that object. (4-PS3-1)</p> <p>Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (4-PS3-2)</p> <p>Ask questions and predict outcomes about the changes in energy that occur when objects collide. (4-PS3-3)</p> <p>Apply scientific principles to design, test, and refine a device (e.g., electric motor, solar heater) that converts energy from one form to another. (4-PS3-4)</p> <p>Use models (e.g., diagrams, flow charts) to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. (5-PS3-1)</p>
Waves and their Applications in Technologies for Information Transfer	<p>S.3-5.PS.15</p> <p>S.3-5.PS.16</p> <p>S.3-5.PS.17</p>	<p>Develop a model (e.g., diagrams, analogies, physical models) of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move. (4-PS4-1)</p> <p>Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. (4-PS4-2)</p> <p>Generate and compare multiple solutions (e.g., drum sending codes through sound waves, grid of 1's and 0's representing black and white to send information about a picture, Morse code) that use patterns to transfer information. (4-PS4-3)</p>

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.

Engineering Design	<p>S.3-5.ET.1</p> <p>S.3-5.ET.2</p> <p>S.3-5.ET.3</p>	<p>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. (3-5-ETS1-1)</p> <p>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (3-5-ETS1-2)</p> <p>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. (3-5-ETS1-3)</p>
---------------------------	---	--

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.

	<p>SS.5-8.C.1</p>	<p>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)</p>
--	-------------------	--

SOCIAL STUDIES

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"> • Ask and find answers to questions related to culture. (PM 1.1)
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"> • 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)
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"> • Explain how patterns of behavior reflect cultural values and beliefs. (PM 1.5)
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"> • Illustrate the value of both cultural unity and diversity, within and across groups. (PM 1.4)
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"> • 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)
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"> • Show how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. (PM 1.3)
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"> • Illustrate how holding diverse values and beliefs can contribute or pose obstacles to cross-cultural understanding. (PM 1.6)
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"> • 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)
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)

SOCIAL STUDIES

	<ul style="list-style-type: none"> • 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)
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"> • 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)
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"> • 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)
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"> • 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)
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"> • 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)
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"> • Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. (PM 3.1)
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"> • Acquire, organize, and analyze information and use geographic tools to draw conclusions about environmental changes. (PM 3.3)
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)

SOCIAL STUDIES

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"> 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)
SS.5-8.PPE.8	Discuss human modifications of the environment. (KM 3.7)
	<ul style="list-style-type: none"> Evaluate the consequences of human actions in environmental terms. (PM 3.6)
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)
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. (KM 3.9)
	<ul style="list-style-type: none"> 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. (PM 3.2) Calculate distance, scale, and area to inform study of historic or current national and global environments. (PM 3.4)
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. (KM 4.1)
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. (KM 4.2)
	<ul style="list-style-type: none"> Ask and find answers to questions about how individual identity forms and changes. (PM 4.1) Examine the relationship between individual identity and social, cultural, and historical contexts. (PM 4.2)
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. (KM 4.3)
SS.5-8.IDI.5	Recognize the role of useful work in personal development and maintaining self-worth.
	<ul style="list-style-type: none"> Describe ways in which family, gender, ethnicity, nationality, and institutional affiliations contribute to individual development and personal identity. (PM 4.3)
SS.5-8.IDI.6	Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity. (KM 4.4)
SS.5-8.IDI.7	Embrace and cultivate a personal relationship with Christ.
	<ul style="list-style-type: none"> Examine the impact of conformity and altruism on identity. (PM 4.4)
SS.5-8.IDI.8	Discuss how individuals’ choices influence identity and development. (KM 4.5)
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"> Identify the relationship between individual qualities and career or professional choices. (PM 4.7)
SS.5-8.IDI.10	Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes. (KM 4.6)

SOCIAL STUDIES

SS.5-8.IDI.11

- Identify biases that can influence a person’s perceptions of other individuals including individuals belonging to groups with different physical, social, or cultural characteristics. (PM 4.5)
- Develop a respect for others including senior citizens and individuals with disabilities.
- Describe the influence of perception, attitudes, values, and beliefs on identity and the interactions of peoples across time and space. (PM 4.6)

INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

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

SS.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

Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. (KM 5.2)

- Investigate the roles of individuals, groups and institutions, and the various forms that groups and institutions take. (PM 4.1)
- Gather information about groups and institutions using such tools as surveys and interviews. (PM 4.8)

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.

- Scrutinize conflicts between expressions of individuality and group conformity. (PM 4.5)

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)

- Analyze the effects of interactions between and among individuals, groups, and institutions. (PM 4.2)

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)

- Analyze the role of institutions in furthering both continuity and change. (PM 4.6)

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)

- Provide examples of tensions between belief systems and governmental actions and policies. (PM 4.4)

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)

- Identify and analyze the impact of tensions between and among individuals, groups, and institutions. (PM 4.3)

SS.5-8.IGI.11

Critique how groups and institutions influence culture in a variety of ways. (KM 5.9)

- Evaluate how groups and institutions work to meet individual needs and promote or fail to promote the common good. (PM 4.7)

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)

SOCIAL STUDIES

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	Evaluate fundamental values of constitutional democracy. (KM 6.3) <ul style="list-style-type: none"> • Ask and find answers to questions about power, authority, and governance in the region, nation, and world. (PM 6.1) • Examine persistent issues involving the rights of individuals and groups in relation to the general welfare. (PM 6.2)
SS.5-8.PAG.5	Research and debate the ideologies and structures of political systems that differ from those of the United States. (KM 6.4) <ul style="list-style-type: none"> • 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)
SS.5-8.PAG.6	Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
SS.5-8.PAG.7	Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. (KM 6.5) <ul style="list-style-type: none"> • Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations. (PM 6.4) • 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)
SS.5-8.PAG.8	Describe the structure and organization of the Seventh-day Adventist church.
SS.5-8.PAG.9	Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

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

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

SS.5-8.PDC.1	Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources. (KM 7.1) <ul style="list-style-type: none"> • 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)
SS.5-8.PDC.2	Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
SS.5-8.PDC.3	Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative. (KM 7.2)
SS.5-8.PDC.4	Evaluate how the economic choices that people make have both present and future consequences. (KM 7.3)
SS.5-8.PDC.5	Justify how economic incentives affect people's behavior and may be regulated by rules or laws. (KM 7.4) <ul style="list-style-type: none"> • 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)
SS.5-8.PDC.6	Practice responsible stewardship which includes returning tithe and gifts to God, saving money, helping others, and planning for future purchases.
SS.5-8.PDC.7	Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors. (KM 7.5) <ul style="list-style-type: none"> • Describe the role that financial institutions play among savers, borrowers, and investors. (PM 7.4)

SOCIAL STUDIES

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"> • Gather and analyze data on economic issues, and use critical thinking in making recommendations on economic policies. (PM 7.6)
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> <ul style="list-style-type: none"> • Investigate the production and distribution of goods and services in the state, nation, and in a global context. (PM 7.1)
SS.5-8.PDC.11	<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"> • Estimate the effects of inflation on future earnings based on current plans for education, training, and career options. (PM 7.5)

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	<p>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)</p>
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"> • Select, organize, evaluate, and communicate information about the impact of science or technology on a society today or in the past. (PM 8.5)
SS.5-8.STS.3	<p>Investigate how society often turns to science and technology to solve problems. (KM 8.2)</p>
SS.5-8.STS.4	<p>Give evidence of how our lives today are media and technology dependent. (KM 8.3)</p>
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"> • Ask and find answers to questions about the ways in which science and technology affect people's lives today in different places, and have done so in the past. (PM 8.1)
SS.5-8.STS.6	<p>Understand the healthy benefits of time management and practice self-control when using technology.</p>
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"> • Use diverse types of media technology to read, write, create, and review a variety of messages. (PM 8.2)
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"> • Review sources to identify the purposes, points of view, biases, and intended audiences of reports and discussions of science and technology. (PM 8.4)
SS.5-8.STS.9	<p>Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge. (KM 8.6)</p>
SS.5-8.STS.10	<p>Recognize how a Christian uses technology as a responsible citizen.</p>
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"> • Seek and evaluate varied perspectives when weighing how specific applications of science and technology have impacted individuals and society. (PM 8.3)

SOCIAL STUDIES

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	Detail the need for laws and policies to govern scientific and technological applications. (KM 8.9) <ul style="list-style-type: none"> • Use scientific findings and forms of technology to formulate possible solutions to real-life issues and problems, and predict outcomes. (PM 8.6)
SS.5-8.STS.14	Design a project using technology to serve the church and community.

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	Outline how global connections have existed in the past and increased rapidly in current times. (KM 9.1) <ul style="list-style-type: none"> • 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) • Use maps, charts, and databases to explore patterns and predict trends regarding global connections at the community, state, or national level. (PM 9.2)
SS.5-8.GC.2	Verify that global factors such as cultural, economic, and political connections are changing the places in which people live. (KM 9.2) <ul style="list-style-type: none"> • 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)
SS.5-8.GC.3	Investigate how spatial relationships, that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants. (KM 9.3) <ul style="list-style-type: none"> • 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)
SS.5-8.GC.4	Point out how global problems and possibilities are not generally caused or developed by any one nation. (KM 9.4)
SS.5-8.GC.5	Indicate how global connections may make cultures more alike or increase their sense of distinctiveness. (KM 9.5) <ul style="list-style-type: none"> • 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) • Describe and analyze the effects of changing technologies on global connectivity. (PM 9.5)
SS.5-8.GC.6	Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures. (KM 9.6) <ul style="list-style-type: none"> • Analyze examples of conflict, cooperation, and interdependence among groups, communities, regions, societies, and nations. (PM 9.4)
SS.5-8.GC.7	Discuss and analyze the unique message and mission of the Seventh-day Adventist church.
SS.5-8.GC.8	Demonstrate an understanding of current world missions of the Seventh-day Adventist church.

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.

SOCIAL STUDIES

	<p>SS.5-8.CIP.1</p> <p>SS.5-8.CIP.2</p> <p>SS.5-8.CIP.3</p> <p>SS.5-8.CIP.4</p> <p>SS.5-8.CIP.5</p> <p>SS.5-8.CIP.6</p> <p>SS.5-8.CIP.7</p> <p>SS.5-8.CIP.8</p> <p>SS.5-8.CIP.9</p>	<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> <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"> • Ask and find answers to questions about how to become informed and take civic action. (PM 10.1) <p>Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship. (KM 10.3)</p> <ul style="list-style-type: none"> • Identify and describe the role of a citizen in various forms of government past and present. (PM 10.2) <p>Examine the common good and the rule of law. (KM 10.4)</p> <ul style="list-style-type: none"> • 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) <p>Interpret key documents and excerpts from key sources that define and support democratic ideals and practices. (KM 10.5)</p> <ul style="list-style-type: none"> • Build background through research in primary and secondary sources, make decisions, and propose solutions to address problems. (PM 10.4) • Identify assumptions, misconceptions, and bias in sources, evidence, and arguments used in presenting issues and positions. (PM 10.5) • 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) <p>Identify the origins and function of major institutions and practices developed to support democratic ideals and practices. (KM 10.6)</p> <ul style="list-style-type: none"> • Evaluate the degree to which public policies and citizen behaviors reflect or foster stated democratic ideals. (PM 10.9) <p>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)</p> <ul style="list-style-type: none"> • Evaluate the significance of public opinion and positions of policymakers in influencing public policy development and decision-making. (PM 10.8) <p>Discuss the importance of becoming informed in order to make positive civic contributions. (KM 10.8)</p> <ul style="list-style-type: none"> • Develop a position on a public policy issue and defend it with evidence. (PM 10.7) • Participate in the process of persuading, compromising, debating, and negotiating in the resolution of conflicts and differences. (PM 10.10) <p>Compare religious freedom in various parts of the world.</p>
--	---	---

TECHNOLOGY

DIGITAL LEARNING

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

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

	<p>T.3-5.DL.1</p> <p>T.3-5.DL.2</p>	<p>Use age-appropriate software to generate new ideas and create products. (Creativity and Innovation-1)</p> <p>Use technology in multiple subjects to gather and organize data, draw conclusions, and solve problems. (Critical Thinking-1; Critical thinking, Problem Solving, and Decision Making-4)</p>
--	-------------------------------------	---

TECHNOLOGY

	T.3-5.DL.3	Play with technology and document discoveries and reflections. (Creativity and Innovation-1)
	T.3-5.DL.4	Demonstrate how technology can help find multiple solutions to a problem. (Critical Thinking, Problem Solving, and Decision Making-4)
	T.3-5.DL.5	Create a project using technology to serve the church and community. (Critical Thinking, Problem Solving, and Decision Making-4)

DIGITAL FLUENCY

Essential Question: Why should we excel in the understanding and use of digital technology resources?

Big Idea: The proficient use of digital technology provides us with the opportunity to develop academically, socially, and spiritually.

	T.3-5.DF.1	Communicate ideas to multiple audiences within digital environments. (Communication and Collaboration-2)
	T.3-5.DF.2	Use teacher-selected Internet resources, programs, and applications to support personal and academic development. (Research and Information Fluency-3; Technology Operations and Concepts-6)
	T.3-5.DF.3	Demonstrate understanding of common technological vocabulary and use a variety of hardware and software. (Technology Operations and Concepts-6)
	T.3-5.DF.4	Use troubleshooting and adaptive skills to solve technology problems. (Technology Operations and Concepts-6)
	T.3-5.DF.5	Begin formal keyboard training and work toward correct touch typing technique. (Technology Operations and Concepts-6)

DIGITAL CITIZENSHIP

Essential Question: How can we be safe and responsible citizens in the online community while honoring God?

Big Idea: We honor God when we respect and collaborate with others while practicing personal safety in the global internet community.

	T.3-5.DC.1	Discuss the role of a Christian as a responsible citizen in the online community. (Digital Citizenship-5)
	T.3-5.DC.2	Explore and engage in meaningful ways to promote the Gospel with technology. (Communication and Collaboration-2; Digital Citizenship-5)
	T.3-5.DC.3	Describe why certain personal information should not be shared online. (Digital Citizenship-5)
	T.3-5.DC.4	Discuss netiquette and honor appropriate guidelines specific to various online activities and environments. (Digital Citizenship-5)
	T.3-5.DC.5	Discuss the importance of copyright and demonstrate how to cite sources for original works. (Research and Information Fluency-3; Digital Citizenship-5)