



Adventist Education

A JOURNEY TO EXCELLENCE

World Geography

2010

**SECONDARY SOCIAL STUDIES STANDARDS
IN SEVENTH-DAY ADVENTIST SCHOOLS**

OFFICE OF EDUCATION | North American Division Seventh-day Adventist Church

Social Studies Standards

OUR GOAL

The goal of Seventh-day Adventist education is about more than quality teachers providing innovative instruction. Adventist education aims to provide student learning infused with Christian faith and an Adventist worldview. To achieve this goal Seventh-day Adventist standards for grades 9-12 subjects have been carefully developed to embody Seventh-day Adventist beliefs and to prepare students for life-long learning, equipping them for earthly service and heavenly citizenship. An education of this kind imparts strong academic knowledge and a clear picture of Christ and His love for mankind.

These standards focus on what students should know, understand and be able to do. They will be a useful tool for teachers in developing lessons and ensure a thorough preparation for college or university when fully implemented across the curriculum.

Seventh-day Adventist Secondary Standards:

1. Provide clear expectations for student learning and accountability.
2. Provide an essential user-friendly tool for developing instruction.
3. Transform textbooks from curriculum guide to a resource for instruction.
4. Provide for a complete and uniform Adventist secondary curriculum.
5. Have been developed exclusively by Seventh-day Adventist educators.
6. Have been aligned with the goals of Journey to Excellence
7. Have been developed using national and state standards, Adventist curriculum guides, and standards compendiums from McRel and Ten Sigma.

RATIONALE

Secondary Social Studies Standards for Seventh-day Adventist Schools seeks to ensure that the beliefs and values of our Adventist Christian faith are integrated into the curriculum. Social studies instruction from this curriculum should help students learn to see and reflect God's image while developing proficiency in different areas of social studies—gathering information, connecting events, developing historical literacy, appreciating diverse cultures, and understanding the impact of human history. This kind of education imparts more than academic knowledge. It fosters the balanced development of the whole person to prepare them for earthly service and heavenly citizenship.

These carefully developed social studies standards are a practical tool to assist teachers in focusing their instruction so that students achieve competence and are engaged successfully in understanding, exploring, analyzing, and applying the lessons learned in social studies to various life situations. These standards reflect multiple perspectives from diverse civic and social communities. They provide meaningful, enjoyable connections within social studies content areas, as well as connections with other fields of learning. The intent is to focus on the essence of what students should learn, retain and apply to their lives.

CREDITS

The following resources were referenced in developing *Secondary Social Studies Standards for Seventh-day Adventist Schools*: a sampling of state standards such as California, Florida, Georgia, Indiana, Pennsylvania, Texas, the National Council for the Social Studies (NCSS), NAD Curriculum Guide for Social Studies, McREL Compendium of Standards, Ten Sigma Standards, and Journey to Excellence.

STANDARDS CODING

The standards and essential learnings have been coded so that educators can easily refer to them in their curriculum, instruction, assessment, and professional development activities. The coding system begins with the course abbreviation in letters as follows: ECN—Economics, GEO—World Geography, USG—United States Government, USH—United States History, WHS—World History. The first numeral (USH.3.2) refers to the standard and the second numeral (USH.3.2) refers to the subcategory under the standard.

JOURNEY TO EXCELLENCE

When the standards on the next page have been met the instruction in this course will have also met some of the Goals and Essential Core Elements for the curriculum in Seventh-day Adventist schools listed in *Journey to Excellence*. The number (1.A) refers to the Goal and the letter (1.A) refers to the Essential Core Element that is met.

GEOGRAPHY

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|------------------|---------------------|
| 1. A, E, F | 6. A, B, C, D, E, F |
| 2. C, F | 7. A, B, C, D, E |
| 3. A, B, E | 8. C, E, F |
| 4. A, B, C, D, E | 9. A, B, C, D |
| 5. A, F | 10. A, C, F |

WORLD HISTORY

- | | |
|---------------------|------------------|
| 1. A, B, E, F | 7. A, B, C, D, E |
| 2. E, F | 8. A, C, E, F |
| 3. A, B | 9. A, B, C, D |
| 4. A, B, C, D, E | 10. B, C, F |
| 6. A, B, C, D, E, F | |

U.S. HISTORY

- | | |
|---------------------|------------------|
| 1. A, B, E, F | 7. A, B, C, D, E |
| 2. E, F | 8. A, C, E, F |
| 3. B, E | 9. A, B, C, D |
| 4. A, B, C, D, E | 10. B, C, F |
| 6. A, B, C, D, E, F | |

U.S. GOVERNMENT

- | | |
|---------------------|------------------|
| 1. A, B, E | 7. A, B, C, D, E |
| 2. F | 8. A, C, E, F |
| 3. B | 9. A, C |
| 4. A, B, C, D, E | 10. C, D, E, F |
| 6. A, B, C, D, E, F | |

ECONOMICS

- | | |
|---------------|------------------------|
| 1. A, B, E | 6. A, B, C, D, E, F |
| 2. A, F | 7. A, B, C, D, E |
| 3. A, B, C | 8. A, B, C, D, E, F, G |
| 4. A, B, C, D | 9. C, D |
| 5. C, E | 10. A, B, C, D, E, F |

Social Studies Standards—World Geography

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

- GE0.1 Identify SDA Christian principles and values in correlation with social studies.**
- GE0.1.1 Recognize God’s purpose in the dynamics of human history.
 - GE0.1.2 Explore God’s role in the political, social, economic, and spiritual areas of societies.
 - GE0.1.3 Apply Biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life.
 - GE0.1.4 Equip students with a Christian approach toward social issues.

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

- GE0.2 Develop abilities in social studies.**
- GE0.2.1 Develop critical and creative thinking skills (research, analysis, evaluation, correlation).
 - GE0.2.2 Utilize the principles and methodologies of cooperative learning (benefiting from others’ experiences).
 - GE0.2.3 Develop effective communication skills (speaking, writing, listening, debating, using technology, etc.).
- GE0.3 Be able to apply social studies knowledge and skills.**
- GE0.3.1 Read, research, analyze, write, and present using primary, secondary, and technological sources.
 - GE0.3.2 Identify key concepts and themes.
 - GE0.3.3 Demonstrate an appreciation of life through diverse perspectives.
 - GE0.3.4 Correlate relevant concepts from past to present.

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

- GE0.4 Be able to identify and understand key elements of geography.**
- GE0.4.1 Acknowledge God as Creator and Sustainer of life and the natural world.
 - GE0.4.2 Identify key terms and locations.
 - GE0.4.3 Apply the themes of geography to various regions (location, movement, place, human-environment interaction, regions).
 - GE0.4.4 Form valid generalizations about physical and human characteristics of geographic regions.
- GE0.5 Be able to utilize various literacy skills for interpreting geographical data.**
- GE0.5.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
 - GE0.5.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
 - GE0.5.3 Identify bias in written, oral, or visual material.
 - GE0.5.4 Communicate information logically using basic language arts skills.
- GE0.6 Be able to analyze the relationships between diverse cultures.**
- GE0.6.1 Recognize that culture transcends geographic barriers in a global society.
 - GE0.6.2 Analyze how forces of cooperation/conflict influence the division and control of the earth’s surface.
 - GE0.6.3 Evaluate economic interdependence in a global society.
 - GE0.6.4 Differentiate between myths and facts related to prejudicial notions.
 - GE0.6.5 Recognize an individual role in fostering the strength of cultural diversity.
- GE0.7 Be able to analyze the dynamics of human-environment interaction.**
- GE0.7.1 Understand the patterns and characteristics of major land forms, climates, and ecosystems of Earth and the interrelated processes that produced them.
 - GE0.7.2 Recognize how physical geography creates and influences culture and cultural diffusion.
 - GE0.7.3 Investigate the characteristics, distribution, and migration of human populations.
 - GE0.7.4 Assess the impact of social and political movements on a global society (civil rights, environmentalism, revolutions, etc.).
 - GE0.7.5 Analyze how innovations in science, technology, industry, and economy affect people and places.
 - GE0.7.6 Relate key influences and themes to past, present, and possible future events.

DEVELOPMENT COMMITTEE MEMBERS

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