



Adventist Education

A JOURNEY TO EXCELLENCE

U.S. History

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

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|---------------------|------------------|
| 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

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|---------------|------------------------|
| 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—U.S. History

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

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

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

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

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

- USH.4 Be able to conduct historical inquiry and analysis to develop an understanding of past and current events.**
- USH.4.1 Evaluate God’s continuous role in the dynamics of United States history.
 - USH.4.2 Study the factors that led to the founding of the United States.
 - USH.4.3 Identify key people and events.
 - USH.4.4 Examine the origins and influence of ideas (social, religious/SDA, philosophical, political, etc.).
 - USH.4.5 Distinguish key domestic and foreign conflicts/resolutions and their causes/effects (wars, racial conflicts, economic turmoil, social unrest, etc.).
 - USH.4.6 Synthesize the influence of significant historic documents that impact the framework of the nation.
- USH.5 Be able to understand the flow of time and events, including God’s involvement and biblical prophecy.**
- USH.5.1 Trace the logical progression of historical events and the United States’ role in prophecy.
 - USH.5.2 Form valid generalizations about various eras in United States history.
 - USH.5.3 Relate key influences and themes to past, present, and possible future events.
- USH.6 Be able to utilize various literacy skills for interpreting historical data.**
- USH.6.1 Exhibit appropriate skills for interpreting maps, charts, graphs, etc.
 - USH.6.2 Select, validate, and effectively use a variety of sources to formulate a position or course of action on an issue.
 - USH.6.3 Identify bias in written, oral, or visual material.
 - USH.6.4 Communicate information logically using basic language arts skills.
- USH.7 Be able to recognize the significant role and contributions of the nation’s diverse cultures.**
- USH.7.1 Understand the influence of geography on regional culture.
 - USH.7.2 Examine the roots of cultural conflict and the nation’s treatment of ethnic groups.
 - USH.7.3 Differentiate between myths and facts related to prejudicial notions.
 - USH.7.4 Develop an appreciation for diversity through an exposure to various cultures.
 - USH.7.5 Recognize an individual role in fostering the strength of cultural diversity.
- USH.8 Be able to assess and integrate the impact of historical themes into practical applications.**
- USH.8.1 Evaluate trends and their influence on the United States (immigration, environmentalism, pop culture, etc.).
 - USH.8.2 Analyze examples of how the arts reflect the history of the nation’s diverse cultures.
 - USH.8.3 Analyze the evolution of innovations in science, technology, industry, and economics.
 - USH.8.4 Trace the rise of the United States to its role as a world power.
 - USH.8.5 Reevaluate information in light of new insights and discoveries.

DEVELOPMENT COMMITTEE MEMBERS

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