

# Curriculum Guide

Social  
Studies  
Grades 9-12

Office of Education  
North American Division  
of Seventh-day Adventists  
2002

## **THE NORTH AMERICAN DIVISION**

The North American Division includes the United States and Canada, as well as the Island of Bermuda. With such a diversity of cultures, this curriculum guide is designed to ensure that uniform standards are maintained. In those places, within the Division where governmental academic requirements differ from those of this guide, appropriate adjustments may be made as long as its Seventh-day Adventist philosophy is maintained.

# **Acknowledgments**

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## Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning, God created in His image a perfect humanity, a perfection later marred by sin. Through Christ and His Spirit, God determined to restore humanity from its lost state. Through the Bible, He has revealed His will to the world, a revelation that supersedes human reason. Through His Church on earth, He seeks the lost for His kingdom.

The basic tenets of the Seventh-day Adventist Church, as well as the inspired writing of Ellen White, are directed toward God's restorative plan for fallen humanity. The Adventist Church conducts its own system of education to engender belief in these tenets, within the context of one's personal relationship with Jesus Christ, and to foster a desire to share that relationship with others.

Made in God's image, every human being, although fallen, is endowed with attributes akin to those of the Creator. Therefore, Adventist education seeks to nurture thinkers rather than mere reflectors of others' thoughts; loving service rather than selfish ambition; maximum development of one's potential; and an appreciation for all that is beautiful, true, and good.

An education of this kind imparts far more than academic knowledge. It is a balanced development of the whole person. Its time dimensions span eternity. In Adventist education, homes, schools, and churches cooperate together with divine agencies in preparing learners for citizenship here on this earth and in the New Earth to come.\*

*\*This statement is the abridgement of the complete philosophy statement found in the General Conference Working Policy.*

## Rationale

“We need to study the working out of God’s purpose in the revelation of things to come, that we may estimate at their true value things seen and things unseen; that we may learn what is the true aim of life; that, viewing the things of time in the light of eternity, we may put them to their truest and noblest use. Thus, learning here the principles of His kingdom and becoming its subjects and citizens, we may be prepared at His coming to enter with Him into its possession. . . Of no study is this true to a greater degree than of history. Let it be considered from the divine point of view.” (*Education, 238*)

Seventh-day Adventist believe that “the Bible reveals the true philosophy of history”. (*Education, 173*) God has always worked actively in the affairs of man to reach His ultimate goal to restore the image of God in man.

This document presents a view of social studies which demonstrates God’s unique involvement in the history of mankind. Primary purposes for including social studies in the SDA curriculum are pointing students to God as the Creator and Sustainer of the universe, seeing the guiding hand of God in history, studying the unique Adventist perspective of the Great Controversy, and teaching the brotherhood of all mankind. It prepares students to think critically and make informed decisions as citizens in a multicultural society and interdependent world. It will prepare students for service in this world and citizenship in the world to come.

The social studies curriculum includes the teaching of values. The values of personal and corporate integrity, honesty, ethics, morality, and responsibility derive from individual belief systems which affect the way we behave both privately and publicly. Freedom, justice, respect, tolerance, and patriotism are values which affect the way in which individuals and groups interact.

This document, while it is a NAD document, has been prepared for use in schools in the United States. The schools in Canada and Bermuda are to integrate the unique Adventist perspective provided in this guide with the curricular requirements of their respective locales. (See appropriate appendix.)

## Introduction

“Every human being, created in the image of God, is endowed with a power akin to that of the Creator--individuality, power to think and to do. . . . It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought” (*Education*, 18).

This statement from the pen of Ellen White is well-known to Adventist educators. Its familiarity in no way diminishes the challenge and motivation which it continues to provide those who have been called to the teaching ministry, whether they be veterans or novices. At every level of learning, in every discipline, the inspired injunction is applied in the presentation of knowledge as well as in the attitude of the teacher. While not making exclusive claim to ownership, it is certain that social studies is an ideal arena in which to take up the prophet’s challenge.

Guided by this thought, the present curriculum guide has been developed. The committee does not presume to have answered every question or need. The document has intentionally left many details to the creativity and expertise of the individual teacher. This guide is intended to provide a framework within which the teacher can develop a course of study. It is expected that its blend of structure and flexibility will facilitate the work of the teacher.

In preparing this curriculum guide the committee made use of a variety of resource materials. *The National Standards for History*, developed and revised under the guidance of the National Council for History Standards, was consulted and further modified to fit the needs of Seventh-day Adventist schools in North America. The FACT21 report, as well as previous editions of the NAD curriculum guide and various state curriculum guides, were also consulted. Additionally, the committee had access to a vast assortment of textbooks and resource materials in each of the subject areas contained within this curriculum guide. Because no textbook or curriculum guide produced for secular schools can fully serve the needs of Christian educators, the committee has relied heavily on its collective knowledge of Scripture and the Spirit of Prophecy. The individual teacher will need to do likewise.

The social studies curriculum usually includes World History, United States History, and United States Government. World Geography, Economics, and Multicultural Studies are courses frequently but less commonly taught in NAD schools. Some state and local school districts require courses containing elements from two or more of the traditional social studies courses as presented here. A course, for example, may combine elements of World History and World Geography. This situation may compel the teacher to select those components from various parts of this guide which meet specific regional curricular demands.

It is important that, before venturing into the specifics of the course contents, the reader should refer to the preliminary sections of this guide. The *philosophy* expresses the principles and goals of Seventh-day Adventist education in general. The *rationale* explains the importance of social studies within this philosophical structure, while the *goals* demonstrate how the philosophy is to be implemented in social studies. Following the goals is a *skills* list gleaned from the *New York State Syllabus for Social Studies*.

The application of the preceding items begins with the *Social Studies Themes* which recur throughout the various courses. These themes are further defined in the *Strands* for each subject area. Strands are *subject-specific* themes woven into the fabric of the course, appearing repeatedly in the subject matter. The teacher is reminded of these by the list of strands found on each page of the subject sections.

Each course is divided into historical *eras* or *areas of study* depending on the nature of the subject. There is a degree of subjectivity inherent in such divisions. This is inevitable. The teacher may choose to modify these. Nevertheless, the emphasis should be placed on the relationship between the divisions, whether they be eras or areas of study.

The *essential learnings* are the smallest units of instruction provided in the curriculum guide. These are the major ideas, issues, events, and/or topics to be addressed in the classroom. The teacher should expand on these to develop objectives, concepts, and other measurable units of learning. In combination with the *skills* list, found on each page of the subject sections, the essential learnings can also be used in planning lessons, activities, projects, and other assignments.

The bold print statements contained within this document emphasize the Christian/Adventist perspective. Those marked with an asterisk indicate essential learnings for which material will have to be gleaned from various sources because secular textbooks will not contain information on these items.

NAD Office of Education publishes a list of recommended textbooks. These books have been selected using evaluation instruments developed by the North American Division. The teacher should examine each of these texts and choose those which are most suitable.

None of the lists contained in this guide can be expected to be comprehensive. The committee has provided key elements that should be part of social studies curricula. These decisions have been made following extensive research and painstaking discussion. Teachers will undoubtedly find other items which could have been included in various parts of this document. Nevertheless, it is our aim that this NAD Social Studies Curriculum Guide will be a practical tool for the classroom teacher in the planning stages of teaching. May God direct you in this task.

## Goals

**The goals of the Social Studies program are to enable the students to:**

- Goal I        Develop an understanding of the origin, nature, purpose and destiny of humanity based on the Seventh-day Adventist view of the world. (I & II)
- Goal II        Acquire a knowledge base of factual information, and a recognition of the relevance of historical and current events. (VI, VIII, & IX)
- Goal III       Analyze, evaluate and apply information gained from a variety of research and study skills. (VI)
- Goal IV        Communicate historical information and interpretations effectively. (II & VII)
- Goal V        Develop an ethical system based on integrity, morality, and responsibility. (I, III & IV)
- Goal VI        Develop a value system based upon a respect for human and civil rights, religious tolerance, and multicultural understanding. (IV)
- Goal VII       Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship. (IV, VIII & X)
- Goal VIII      Develop the judgment, perspectives, and analytical skills that are essential for a productive life. (VI, VII, VIII & X)
- Goal IX        Develop an individual sense of identity and importance in the human story. (I, II, III, VI & VIII)
- Goal X        Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability. (IX)
- Goal XI        Foster a lifelong appreciation and interest in the history of mankind. (III & IV)

Note: Numbers contained within parentheses indicate the correlation to the FACT21 essential elements. (See appendix)

## **Skills List**

As a result of participating in the social studies program, students should demonstrate growth in the following abilities and in the individual skills which contribute to them:

1. The ability to acquire, organize, process and communicate accurate social studies information and ideas.
2. The ability to identify and investigate issues, generate and test hypotheses, and take and support positions persuasively.
3. The ability to make appropriate decisions, to identify and solve problems effectively and to initiate appropriate action.
4. The ability to form or acquire a set of standards and apply them to the evaluation of assumptions, sources, evidence, reasoning and arguments (critical thinking) and to the evaluation of beliefs, qualities and behaviors (valuating).
5. The ability to determine and understand their rights and responsibilities and decide how they should be exercised as contributing citizens (citizenship competency).
6. The ability to draw cause and effect relationships from events as a result of a clear understanding of chronology.

# Social Studies

## *Scope*

<b>Strands</b>	<b>Economics</b>	<b>Multicultural Studies</b>	<b>U.S. Government</b>	<b>U.S. History</b>	<b>World Geography</b>	<b>World History</b>
Bible as History						✓
Biblical/Christian Perspective	✓	✓	✓	✓	✓	✓
Change - Political, Social, Religious, Cultural		✓	✓	✓	✓	✓
Civil Rights and Liberties		✓	✓	✓		
Community Service		✓	✓	✓	✓	
Competition and Market Structure	✓					
Constitutional Cooperation		✓	✓	✓		
Cooperation and Conflict		✓	✓	✓	✓	✓
Culture		✓		✓	✓	✓
Democracy		✓	✓	✓		
Diversity		✓	✓	✓	✓	✓
Ecological Concerns		✓		✓	✓	✓
Economics	✓	✓	✓	✓	✓	✓
Environment		✓		✓	✓	✓
Fiscal/Monetary Policies	✓		✓	✓		

<b>Strands</b>	<b>Economics</b>	<b>Multicultural Studies</b>	<b>U.S. Government</b>	<b>U.S. History</b>	<b>World Geography</b>	<b>World History</b>
Geography		√		√	√	√
Global Interaction	√	√	√	√	√	√
Gross Domestic Product	√					
Historical Perspective		√	√	√	√	√
Human Rights		√	√	√	√	√
Income Distribution	√					
Inflation and Deflation	√					
Migration		√		√	√	√
Nationalism				√		√
Political Systems	√		√		√	√
Productivity	√					
Reform		√	√	√		
Religious, Moral, Ethical Beliefs	√	√	√	√	√	√
Responsibilities and Participation		√	√	√		
Revolution and Reform				√		√
Scarcity	√					
Supply and Demand	√					
Technology/Innovation		√	√	√	√	√
U.S. Role in World Affairs		√		√		√

## United States Government

### *Scope*

<b>Strands</b>	
Biblical/Christian Perspective	Fiscal/Monetary Policies
Change-Political, Social, Religious, Cultural	Global Interaction
Civil Rights and Liberties	Historical Perspective
Community Service	Human Rights
Constitutional Cooperation	Political Systems
Cooperation and Conflict	Reform
Democracy	Religious, Moral, Ethical Beliefs
Diversity	Responsibilities and Participation
Economics	Technology/Innovation

### *Sequence*

<b>Areas of Study</b>	
1. Foundations of U.S. Government	4. Civil Rights and Civil Liberties
2. Structure of the National Government	5. Political Participation
3. Structure of the State and Local Government	6. Comparative Political and Economic Systems

## United States History

### *Scope*

<b>Strands</b>	
Biblical/Christian Perspective	Geography
Change-Political, Social, Religious, Cultural	Global Interaction
Civil Rights and Liberties	Historical Perspective
Community Service	Human Rights
Constitutional Cooperation	Migration
Cooperation and Conflict	Nationalism
Culture	Political Systems
Democracy	Reform
Diversity	Religious, Moral, Ethical Beliefs
Ecological Concerns	Responsibilities and Participation
Economics	Revolution and Reform
Environment	Technology/Innovation
Fiscal/Monetary Policies	U.S. Role in World Affairs

### *Sequence*

<b>Eras</b>	
1. Three Worlds Meet (Pre Columbus - 1620)	7. Imperialism, Progressivism, and World War I (1890-1920)
2. Colonization & Settlement (1585-1763)	8. Prosperity, Depression, and World War II (1920-1945)
3. Revolution & the Creation of a Nation (1754-1820)	9. Postwar United States (1945-1960)
4. Expansion & Reform (1801-1861)	10. Troubled Times (1954-1976)
5. Civil War & Reconstruction (1850-1877)	11. Redefining America (1976-Present)
6. Settling of the West and the Development of the Industrial United States (1861-1900)	

## World History

### *Scope*

<b>Strands</b>	
Bible as History	Historical Perspective
Biblical/Christian Perspective	Human Rights
Change-Political, Social, Religion, Cultural	Migration
Cooperation and Conflict	Nationalism
Culture	Political Systems
Diversity	Religious, Moral, Ethical Beliefs
Economics	Revolution and Reform
Environment	Technology/Innovation
Geography	
Global Interaction	

### *Sequence*

<b>Eras</b>	
1. In the Beginning (to 3000 B.C.)	6. Global Expansion and Transformation (1450-1770)
2. Early Civilization (3000 B.C.-1000 B.C.)	7. Age of Revolutions and Change (1750-1914)
3. Early Regional Development and Classical Civilizations (1000 B.C.-500 A.D.)	8. Modern World in Crisis (1900-1945)
4. Regional Civilizations (500-1300)	9. Post-War Polarization and Independence (1945-1989)
5. Increasing Regional Interaction (1200-1600)	10. Challenges of the Present World (1989-Present)

## **Economics**

### *Scope*

<b>Strands</b>	
Biblical/Christian Perspective	Inflation and Deflation
Competition and Market Structure	Personal Economics
Macro/Micro Economics	Political Systems
Fiscal/Monetary Policies	Productivity
Global Interaction	Religious, Moral, Ethical Beliefs
Gross Domestic Products	Scarcity
Income Distribution	Supply and Demand

### *Sequence*

<b>Areas of Study</b>	
1. Fundamental Economic Concepts	4. Macroeconomic Concepts
2. Personal Economics	5. International Economic Concepts
3. Microeconomic Concepts	

## Multicultural Studies

### *Scope*

<b>Strands</b>	
Biblical/Christian Perspective	Geography
Change-Political, Social, Religious, Cultural	Global Interaction
Civil Rights and Liberties	Historical Perspective
Community Service	Human Rights
Constitutional Cooperation	Migration
Cooperation and Conflict	Nationalism
Culture	Political Systems
Democracy	Reform
Diversity	Religious, Moral, Ethical Beliefs
Ecological Concerns	Responsibilities and Participation
Economics	Revolution and Reform
Environment	Technology/Innovation
Fiscal/Monetary Policies	U.S. Role in World Affairs

### **Sequence**

<b>Eras</b>	
1. Three Worlds Meet (Pre-Columbus - 1620)	7. Imperialism, Progressivism, and World War I (1890-1920)
2. Colonization & Settlement (1585-1763)	8. Prosperity, Depression, and World War II (1920-1945)
3. Revolution & the Creation of a Nation (1754-1820)	9. Postwar United States (1945-1960)
4. Expansion & Reform (1801-1861)	10. Troubled Times (1954-1976)
5. Civil War & Reconstruction (1850-1877)	11. Redefining America (1976-Present)
6. Settling of the West and the Development of the Industrial United States (1861-1900)	

# World Geography

## *Scope*

<b>Strands</b>	
Biblical/Christian Perspective	Geography
Change-Political, Social, Religious, Cultural	Global Interaction
Community Service	Historical Perspective
Cooperation and Conflict	Human Rights
Culture	Migration
Diversity	Political Systems
Ecological Concerns	Religious, Moral, Ethical Beliefs
Economics	Technology/Innovation
Environment	

## *Sequence*

<b>Areas of Study</b>	
1. The Geographer's World	3. Human Geography
2. Physical Geography	4. Location, Places and Regions

# **UNITED STATES GOVERNMENT**

# United States Government

## Area of Study # 1 – Foundations of United States Government

### Essential Learnings

<b>Strands</b>		<b>Thinking Skills</b>
	1. Philosophical basis for the establishment and form of government	A. Assessing
1. Biblical/Christian Perspective		B. Consequences
2. Change-Political, Social, Religious, Cultural	2. Historical antecedents of the United States Constitution	C. Comparing and Contrasting
3. Civil Rights and Liberties		D. Distinguishing Fact from Opinion
4. Community Service	3. Basic principles of the Constitution and a study of the document	E. Drawing
5. Constitutional Cooperation		F. Conclusions
6. Cooperation and Conflict	4. Division of powers between national and state government in federalism	G. Evaluating Ideas
7. Democracy		H. Hypothesizing
8. Diversity	5. <b>Comparison of secular and biblical principles of government</b>	I. Identifying Central Issues
9. Economics		J. Identifying Cause and Effect
10. Fiscal/Monetary Policies		K. Identifying Values
11. Global Interaction		L. Recognizing Bias
12. Historical Perspective		M. Summarizing
13. Human Rights		L. Supporting Opinion
14. Political Systems		M. Using Historical Imagination
15. Reform		
16. Religious, Moral, Ethical Beliefs		
17. Responsibilities and Participation		
18. Technology/Innovation		

**Bold print indicates a Christian/Adventist perspective topic.**

# United States Government

## Area of Study # 2 – Structure of the National Government

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Democracy
8. Diversity
9. Economics
10. Fiscal/Monetary Policies
11. Global Interaction
12. Historical Perspective
13. Human Rights
14. Political Systems
15. Reform
16. Religious, Moral, Ethical Beliefs
17. Responsibilities and Participation
18. Technology/Innovation

1. Characteristics and responsibilities of the executive, legislative, and judicial branches of government
2. Interaction among the three branches of government

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States Government

## Area of Study # 3- Structure of the State and Local Government

### Essential Learnings

<b>Strands</b>		<b>Thinking Skills</b>
1. Biblical/Christian Perspective	1. Organization of the executive, legislative, and judicial branches of the government at the state levels	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural	2. Organization of the executive, legislative, and judicial functions of governments at local levels	B. Comparing and Contrasting
3. Civil Rights and Liberties	3. Responsibilities and functions of state and local governments	C. Distinguishing Fact from Opinion
4. Community Service	4. Relationships among the federal, state, and local governments	D. Drawing Conclusions
5. Constitutional Cooperation		E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Democracy		G. Identifying Central Issues
8. Diversity		H. Identifying Cause and Effect
9. Economics		I. Identifying Values
10. Fiscal/Monetary Policies		J. Recognizing Bias
11. Global Interaction		K. Summarizing
12. Historical Perspective		L. Supporting Opinion
13. Human Rights		M. Using Historical Imagination
14. Political Systems		
15. Reform		
16. Religious, Moral, Ethical Beliefs		
17. Responsibilities and Participation		
18. Technology/Innovation		

# United States Government

## Area of Study # 4 - Foundations of United States Government

### Essential Learnings

<b>Strands</b>		<b>Thinking Skills</b>
	1. Historical development and scope of the Bill of Rights	
1. Biblical/Christian Perspective	2. Freedom of speech, press, and assembly	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural	3. <b>Freedom of religion and the separation of church and state</b>	B. Comparing and Contrasting
3. Civil Rights and Liberties	4. <b>* Adventism's role in the protection of the separation of church and state</b>	C. Distinguishing Fact from Opinion
4. Community Service	5. Protecting individual freedoms, due process, and rights of the accused	D. Drawing Conclusions
5. Constitutional Cooperation	6. Equal justice under the law, discrimination, and federal civil rights laws	E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Democracy		G. Identifying Central Issues
8. Diversity		H. Identifying Cause and Effect
9. Economics		I. Identifying Values
10. Fiscal/Monetary Policies		J. Recognizing Bias
11. Global Interaction		K. Summarizing
12. Historical Perspective		L. Supporting Opinion
13. Human Rights		M. Using Historical Imagination
14. Political Systems		
15. Reform		
16. Religious, Moral, Ethical Beliefs		
17. Responsibilities and Participation		
18. Technology/Innovation		

\*Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

# United States Government

## Area of Study # 5--Political Participation

### Essential Learnings

Strands		Thinking Skills
	1. Political parties and the two-party system	
1. Biblical/Christian Perspective	2. Voter behavior and citizen responsibility	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural	3. <b>* Involvement of the individual and the SDA church and Christians in the political process</b>	B. Comparing and Contrasting
3. Civil Rights and Liberties		C. Distinguishing Fact from Opinion
4. Community Service	4. Role, function and influence of special interest groups	D. Drawing Conclusions
5. Constitutional Cooperation	5. Choosing candidates in the electoral process	E. Evaluating Ideas
6. Cooperation and Conflict	6. Influence of mass media and public opinion on the political process	F. Hypothesizing
7. Democracy		G. Identifying Central Issues
8. Diversity		H. Identifying Cause and Effect
9. Economics		I. Identifying Values
10. Fiscal/Monetary Policies		J. Recognizing Bias
11. Global Interaction		K. Summarizing
12. Historical Perspective		L. Supporting Opinion
13. Human Rights		M. Using Historical Imagination
14. Political Systems		
15. Reform		
16. Religious, Moral, Ethical Beliefs		
17. Responsibilities and Participation		
18. Technology/Innovation		

\* topic not necessarily found in secular textbooks

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# United States Government

## Area of Study # 6 – Comparative Political and Economic Systems

### Essential Learnings

<b>Strands</b>		<b>Thinking Skills</b>
	1. Similarities and differences of capitalism, socialism, and communism	
1. Biblical/Christian Perspective		A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural	2. Characteristics of major political systems around the globe	B. Comparing and Contrasting
3. Civil Rights and Liberties		C. Distinguishing Fact from Opinion
4. Community Service	3. Similarities and differences of these major political systems	D. Drawing Conclusions
5. Constitutional Cooperation		E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Democracy		G. Identifying Central Issues
8. Diversity		H. Identifying Cause and Effect
9. Economics		I. Identifying Values
10. Fiscal/Monetary Policies		J. Recognizing Bias
11. Global Interaction		K. Summarizing
12. Historical Perspective		L. Supporting Opinion
13. Human Rights		M. Using Historical Imagination
14. Political Systems		
15. Reform		
16. Religious, Moral, Ethical Beliefs		
17. Responsibilities and Participation		
18. Technology/Innovation		

# **UNITED STATES HISTORY**

# United States History

## Era 1 - Three Worlds Meet (PreColumbus - 1620)

Strands	Essential Learnings	Thinking Skills
1. Biblical/Christian Perspective	1. Similarities and differences among Africans, Europeans, and Native Americans prior to 1620	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural		B. Comparing and Contrasting
3. Civil Rights and Liberties	2. Reasons for European exploration and the key figures in the process	C. Distinguishing Fact from Opinion
4. Community Service		D. Drawing Conclusions
5. Constitutional Cooperation	3. Cultural and ecological interactions resulting from early European exploration and colonization	E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Culture	4. <b>Religious factors in global exploration</b>	G. Identifying Central Issues
8. Democracy		H. Identifying Cause and Effect
9. Diversity		I. Identifying Values
10. Ecological Concerns		J. Recognizing Bias
11. Economics		K. Summarizing
12. Environment		L. Supporting Opinion
13. Fiscal/Monetary Policies		M. Using Historical Imagination
14. Geography		
15. Global Interaction		
16. Historical Perspective		
17. Human Rights		
18. Migration		
19. Nationalism		
20. Political Systems		
21. Reform		
22. Religious, Moral, Ethical Beliefs		
23. Responsibilities and Participation		
24. Revolution and Reform		
25. Technology/Innovation		
26. U.S. Role in World Affairs		

**Bold print indicates a Christian/Adventist perspective topic.**

# United States History

## Era 2 - Colonization & Settlement (1585-1763)

Strands	Essential Learnings	Thinking Skills
1. Biblical/Christian Perspective	1. Reasons for European emigration and the emergence of African enslavement in the Americas	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural		B. Comparing and Contrasting
3. Civil Rights and Liberties	2. Struggle among the European powers for control of North America and the Caribbean	C. Distinguishing Fact from Opinion
4. Community Service		D. Drawing Conclusions
5. Constitutional Cooperation	3. Development of political, <b>religious</b> , and social institutions in the English colonies	E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Culture	4. Economic values and institutions of colonial life and slavery's impact on Europeans and Africans in the Americas	G. Identifying Central Issues
8. Democracy		H. Identifying Cause and Effect
9. Diversity	5. <b>Impact of religious differences on colonial life</b>	I. Identifying Values
10. Ecological Concerns		J. Recognizing Bias
11. Economics		K. Summarizing
12. Environment		L. Supporting Opinion
13. Fiscal/Monetary Policies		M. Using Historical Imagination
14. Geography		
15. Global Interaction		
16. Historical Perspective		
17. Human Rights		
18. Migration		
19. Nationalism		
20. Political Systems		
21. Reform		
22. Religious, Moral, Ethical Beliefs		
23. Responsibilities and Participation		
24. Revolution and Reform		
25. Technology/Innovation		
26. U.S. Role in World Affairs		

**Bold print indicates a Christian/Adventist perspective topic.**

# United States History

## Era 3 - Revolution & the Creation of a Nation (1754-1820)

Strands	Essential Learnings	Thinking Skills
<ol style="list-style-type: none"> <li>1. Biblical/Christian Perspective</li> <li>2. Change-Political, Social, Religious, Cultural</li> <li>3. Civil Rights and Liberties</li> <li>4. Community Service</li> <li>5. Constitutional Cooperation</li> <li>6. Cooperation and Conflict</li> <li>7. Culture</li> <li>8. Democracy</li> <li>9. Diversity</li> <li>10. Ecological Concerns</li> <li>11. Economics</li> <li>12. Environment</li> <li>13. Fiscal/Monetary Policies</li> <li>14. Geography</li> <li>15. Global Interaction</li> <li>16. Historical Perspective</li> <li>17. Human Rights</li> <li>18. Migration</li> <li>19. Nationalism</li> <li>20. Political Systems</li> <li>21. Reform</li> <li>22. Religious, Moral, Ethical Beliefs</li> <li>23. Responsibilities and Participation</li> <li>24. Revolution and Reform</li> <li>25. Technology/Innovation</li> <li>26. U.S. Role in World Affairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Political, ideological, <b>religious</b>, and economic origins of the American Revolution</li> <li>2. Major events of the Revolution and reasons for the American victory</li> <li>3. The Revolution's impact upon political, economic, and social structures</li> <li>4. Development of the American government based upon the constitution and the Bill of Rights</li> <li>5. The development of political parties, political institutions, and the authority of the Supreme Court</li> <li>6. * <b>America in Bible prophecy (see Rev. 13 and The Great Controversy)</b></li> </ol>	<ol style="list-style-type: none"> <li>A. Assessing Consequences</li> <li>B. Comparing and Contrasting</li> <li>C. Distinguishing Fact from Opinion</li> <li>D. Drawing Conclusions</li> <li>E. Evaluating Ideas</li> <li>F. Hypothesizing</li> <li>G. Identifying Central Issues</li> <li>H. Identifying Cause and Effect</li> <li>I. Identifying Values</li> <li>J. Recognizing Bias</li> <li>K. Summarizing</li> <li>L. Supporting Opinion</li> <li>M. Using Historical Imagination</li> </ol>
	<p>* Topic not necessarily found in secular textbooks</p>	
	<p><b>Bold print indicates a Christian/Adventist perspective topic.</b></p>	

# United States History

## Era 4 - Expansion & Reform (1801-1861)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affair

### Essential Learnings

1. Territorial expansion between 1801-1861 and its effects upon American Indians and external powers
2. Impact of the Industrial Revolution, increasing immigration, rapid expansion of slavery, and westward movement upon American life and the resulting tensions
3. Restructuring of political democracy under Jefferson and Jackson
4. **Cultural, religious, and social reform in the antebellum period**
5. **\* The Millerite movement and the rise of Adventism**

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States History

## Era 5 - Civil War & Reconstruction (1850-1877)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Socio-economic, ideological, and cultural causes of the Civil War
2. Major developments and nature of the Civil War and its impact on the American people
3. Controversies over Reconstruction and reasons for its success and ultimate failure
4. **\*Moral and religious perspectives related to the rationale and conduct of the war (e.g. Ellen White's comments on Civil War)**

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States History

## Era 6 - Settling of the West and the Development of the Industrial United States (1861-1900)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Transformation of American life through changes in agriculture, industrialization and urbanization
2. Massive immigration-conflicts and problems amid growing diversity
3. Demand for political, social, and economic reform and the emergence of the American labor movement
4. Westward expansion, the federal American Indian policy, and the resulting conflicts

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States History

## Era 7 - Imperialism, Progressivism and WWI (1890-1920)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religion, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Progressivism and its reaction to political, social and economic problems
2. \* **Expansion of Adventism to the South**
3. Development and characteristics of American Imperialism
4. Reasons for United States involvement in World War I and its impact at home and abroad

\* Topic not necessarily found in secular textbook

**Bold print indicates a Christian/Adventist perspective topic.**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States History

## Era 8 - Prosperity, Depression, and WW II (1920-1945)

Strands	Essential Learnings	Thinking Skills
<ol style="list-style-type: none"> <li>1. Biblical/Christian Perspective</li> <li>2. Change-Political, Social, Religion, Cultural</li> <li>3. Civil Rights and Liberties</li> <li>4. Community Service</li> <li>5. Constitutional Cooperation</li> <li>6. Cooperation and Conflict</li> <li>7. Culture</li> <li>8. Democracy</li> <li>9. Diversity</li> <li>10. Ecological Concerns</li> <li>11. Economics</li> <li>12. Environment</li> <li>13. Fiscal/Monetary Policies</li> <li>14. Geography and Environment</li> <li>15. Global Interaction</li> <li>16. Historical Perspective</li> <li>17. Human Rights</li> <li>18. Migration</li> <li>19. Nationalism</li> <li>20. Political Systems</li> <li>21. Reform</li> <li>22. Religious, Moral, Ethical Beliefs</li> <li>23. Revolution and Reform</li> <li>24. Responsibilities and Participation</li> <li>25. Technology/Innovation</li> <li>26. U.S. Role in World Affairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Social, political, cultural, and economic changes of the 1920s</li> <li>2. Causes and effects of the Great Depression</li> <li>3. New Deal and its political, economic, and social impact</li> <li>4. Causes and major developments of World War II at home and abroad</li> <li>5. <b>* Adventism's role in the Temperance Movement and Prohibition</b></li> </ol> <p data-bbox="695 1263 1325 1295">* Topic not necessarily found in secular textbook</p> <p data-bbox="695 1377 1514 1409"><b>Bold print indicates a Christian/Adventist perspective topic.</b></p>	<ol style="list-style-type: none"> <li>A. Assessing Consequences</li> <li>B. Comparing and Contrasting</li> <li>C. Distinguishing Fact from Opinion</li> <li>D. Drawing Conclusions</li> <li>E. Evaluating Ideas</li> <li>F. Hypothesizing</li> <li>G. Identifying Central Issues</li> <li>H. Identifying Cause and Effect</li> <li>I. Identifying Values</li> <li>J. Recognizing Bias</li> <li>K. Summarizing</li> <li>L. Supporting Opinion</li> <li>M. Using Historical Imagination</li> </ol>

# United States History

## Era 9 - Postwar United States (1945-1960)

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

1. Trials and challenges of the Cold War
2. Social transformation and economic boom of postwar United States
3. Domestic challenges during the Truman and Eisenhower administrations

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# United States History

## Era 10 - Troubled Times (1954-1976)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Struggles for racial equality and extension of civil liberties
2. Economic conditions, social change, and domestic policies of a turbulent time
3. Sputnik, the space race, and the resulting technological revolution
4. Impact of Vietnam, Watergate, social unrest, and the continuing Cold War
5. **Polarization of society over religious issues**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

**Bold print indicates a Christian/Adventist perspective topic.**

# United States History

## Era 11 - Redefining America (1976-Present)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
12. Environment
13. Fiscal/Monetary Policies
14. Geography and Environment
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Revolution and Reform
24. Responsibilities and Participation
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Developments in foreign affairs, end of the Cold War, and the search for a new world order
2. Social, economic, and cultural developments in contemporary United States
3. **Emergence and impact of religio-political forces**
4. Challenges of multiculturalism and ethnic diversity
5. **\* Seventh-day Adventism, the global church, and the gospel commission**

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# **WORLD HISTORY**

# World History

## Era 1 - In the Beginning (to 3000 B.C.)

### Strands

1. Bible as History
2. Biblical/Christian Perspective
3. Change-Political, Social, Religious, Cultural
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Environment
9. Geography
10. Global Interaction
11. Historical Perspective
12. Human Rights
13. Migration
14. Nationalism
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Revolution and Reform
18. Technology/Innovation

### Essential Learnings

1. Methods and sources used in historical inquiry
2. **Comparison of secular and creationist views on human origins**
3. **\* Characteristics of antediluvian and postdeluvian cultural developments**

\* Topic not necessarily found in secular textbooks

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

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# World History

## Era 2 - Early Civilization (3000 B.C. - 1000 B.C.)

### Essential Learnings

<b>Strands</b>		<b>Thinking Skills</b>
1. Bible as History	1. Major characteristics of early river civilizations and their contributions to later civilizations	A. Assessing
2. Biblical/Christian Perspective	2. Influence of geography on early river civilizations	B. Comparing and Contrasting
3. Change-Political, Social, Religious, Cultural	3. Importance of political, social, commercial and religious interaction between Egyptian, Mesopotamian, Nubian, and Indus River Valley civilizations	C. Distinguishing Fact from Opinion
4. Cooperation and Conflict	4. Similarities and differences between early Chinese civilizations and other river valley civilizations	D. Drawing Conclusions
5. Culture	5. <b>Development and impact of Hebrew culture upon other civilizations</b>	E. Evaluating Ideas
6. Diversity	6. Political, social, and cultural consequences of population movements and militarization	F. Hypothesizing
7. Economics		G. Identifying Central Issues
8. Environment		H. Identifying Cause and Effect
9. Geography		I. Identifying Values
10. Global Interaction		J. Recognizing Bias
11. Historical Perspective		K. Summarizing
12. Human Rights		L. Supporting Opinion
13. Migration		M. Using Historical Imagination
14. Nationalism		
15. Political Systems		
16. Religious, Moral, Ethical Beliefs		
17. Revolution and Reform		
18. Technology/Innovation		

**Bold print indicates a Christian/Adventist perspective topic.**

# World History

## Era 3 - Early Regional Development and Classical Civilizations (1000 B.C. - 500 A.D.)

### Strands

1. Bible as History
2. Biblical/Christian Perspective
3. Change-Political, Social, Religious, Cultural
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Environment
9. Geography
10. Global Interaction
11. Historical Perspective
12. Human Rights
13. Migration
14. Nationalism
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Revolution and Reform
18. Technology/Innovation

### Essential Learnings

1. \* **God's hand in history, as revealed in Daniel**
2. Assyrian, Babylonian, and Persian Empire
3. Emergence of Aegean civilizations, Greek city-states, their cultural achievements and the Hellenistic legacy
4. Political, cultural and socioeconomic effects and consequences of Roman unification of the Mediterranean basin
5. Jesus, the Apostles, and the spread of Christianity in the Roman world (**see Desire of Ages, Acts of the Apostles and The Great Controversy**)
6. Imperial dynasties of China and the empires of India
7. Characteristics of early African kingdoms and American civilizations

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

\* Topic not necessarily found in secular text books

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# World History

## Era 4 - Regional Civilizations (500 - 1300)

### Essential Learnings

#### Strands

1. Bible as History
2. Biblical/Christian Perspective
3. Change-Political, Social, Religious, Cultural
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Environment
9. Geography
10. Global Interaction
11. Historical Perspective
12. Human Rights
13. Migration
14. Nationalism
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Revolution and Reform
18. Technology/Innovation

1. Reasons for and results of the collapse of the Roman Empire
2. Spread of **Christianity**, Buddhism, and Hinduism
3. Causes, course, and consequences of the ascendancy of Islam
4. Characteristics and influence of Byzantine civilization
5. Characteristics of feudalism in Europe, Japan, and China
6. Political, social, and cultural changes in Medieval Europe
7. **Analysis of Christian doctrine and practice in Medieval Europe**
8. Development of kingdoms in Sub-Saharan Africa
9. Rise of civilizations in the Americas
10. Major developments in India, East Asia, and Southeast Asia

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion

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# World History

## Era 5 - Increasing Regional Interaction (1200-1600)

### Essential Learnings

### Thinking Skills

#### Strands

1. Bible as History	1. The Crusades, rise of the middle class, creation of national monarchies, and other reasons for the decline of feudalism	A. Assessing Consequences
2. Biblical/Christian Perspective		B. Comparing and Contrasting
3. Change-Political, Social, Religious, Cultural	2. Impact of Islam on political, social, and cultural developments in Asia and Africa	C. Distinguishing Fact from Opinion
4. Cooperation and Conflict		D. Drawing Conclusions
5. Culture	3. Origins and rise of Russian civilization	E. Evaluating Ideas
6. Diversity		F. Hypothesizing
7. Economics	4. The Renaissance and the cultural and economic transformation of Europe	G. Identifying Central Issues
8. Environment		H. Identifying Cause and Effect
9. Geography	5. <b>Decline of papal power and the achievements of the early reformers</b>	I. Identifying Values
10. Global Interaction		J. Recognizing Bias
11. Historical Perspective	6. <b>Luther, Calvin, and the Protestant Reformation</b>	K. Summarizing
12. Human Rights		L. Supporting Opinion
13. Migration	7. <b>* Counter Reformation and religious wars, religious dissent and God's hidden church from apostolic times to the Reformation (see <i>The Great Controversy</i>)</b>	
14. Nationalism		
15. Political Systems		
16. Religious, Moral, Ethical Beliefs		
17. Revolution and Reform		
18. Technology/Innovation		

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

# World History

## Era 6 - Global Expansion and Transformation (1450-1770)

### Essential Learnings

#### Strands

1. Bible as History
2. Biblical/Christian Perspective
3. Change-Political, Social, Religious, Cultural
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Environment
9. Geography
10. Global Interaction
11. Historical Perspective
12. Human Rights
13. Migration
14. Nationalism
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Revolution and Reform
18. Technology/Innovation

1. Interlinking of major world regions through exploration
2. Global domination by European empires
3. Conflict and diversity in the development of colonial empires
4. Political, economic, and cultural interrelationships among peoples of Africa, the Americas, and Europe
5. Influence of the Scientific Revolution on Europe
6. **The role of religious issues in the development of European colonies**

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

**Bold print indicates a Christian/Adventist perspective topic.**

# World History

## Era 7 - Age of Revolutions (1750-1914)

### Essential Learnings

### Thinking Skills

#### Strands

- |  |  |   |
|--|--|---|
| <ol style="list-style-type: none"><li>1. Bible as History</li><li>2. Biblical/Christian Perspective</li><li>3. Change-Political, Social, Religious, Cultural</li><li>4. Cooperation and Conflict</li><li>5. Culture</li><li>6. Diversity</li><li>7. Economics</li><li>8. Environment</li><li>9. Geography</li><li>10. Global Interaction</li><li>11. Historical Perspective</li><li>12. Human Rights</li><li>13. Migration</li><li>14. Nationalism</li><li>15. Political Systems</li><li>16. Religious, Moral, Ethical Beliefs</li><li>17. Revolution and Reform</li><li>18. Technology/Innovation</li></ol> | <ol style="list-style-type: none"><li>1. Causes, sequence, and results of the political revolutions in Europe and the Americas</li><li>2. Causes, characteristics, and results of the Agricultural and Industrial Revolutions</li><li>3. Nationalism, the development of states, and social reform in Europe and America</li><li>4. Rise of European economic, military, and political imperialism and its effects on Europe, Asia, and Africa</li><li>5. <b>Comparison of the political and social ideologies such as capitalism, socialism, and communism with Christian principles</b></li><li>6. <b>* Impact of the world-wide missionary movement of the nineteenth century</b></li></ol> | <ol style="list-style-type: none"><li>A. Assessing Consequences</li><li>B. Comparing and Contrasting</li><li>C. Distinguishing Fact from Opinion</li><li>D. Drawing Conclusions</li><li>E. Evaluating Ideas</li><li>F. Hypothesizing</li><li>G. Identifying Central Issues</li><li>H. Identifying Cause and Effect</li><li>I. Identifying Values</li><li>J. Recognizing Bias</li><li>K. Summarizing</li><li>L. Supporting Opinion</li></ol> |
|--|--|---|

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

# World History

## Era 8 - Modern World in Crisis (1900-1945)

### Essential Learnings

### Thinking Skills

#### Strands

1. Bible as History
2. Biblical/Christian Perspective
3. Change-Political, Social, Religious, Cultural
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Environment
9. Geography
10. Global Interaction
11. Historical Perspective
12. Human Rights
13. Migration
14. Nationalism
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Revolution and Reform
18. Technology/Innovation

1. Characteristics and impact of the continuing Industrial Revolution
2. Causes, major developments, and consequences of WW I
3. Russian Revolution and the rise of communism
4. Early attempts at global cooperation
5. Rise of radical nationalism in Europe and Asia
6. Causes and effects of the world-wide economic depression
7. Causes, major events, and conclusion of WW II

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion

# World History

## Era 9 - Post-War Polarization and Independence (1945-1989)

### Essential Learnings

### Thinking Skills

#### Strands

1. Bible as History	1. Post-war recovery and major political, social, and economic changes	A. Assessing Consequences
2. Biblical/Christian Perspective		B. Comparing and Contrasting
3. Change-Political, Social, Religious, Cultural	2. Emergence of the superpowers and the Cold War	C. Distinguishing Fact from Opinion
4. Cooperation and Conflict		D. Drawing Conclusions
5. Culture	3. United Nations and other efforts of global cooperation	E. Evaluating Ideas
6. Diversity		F. Hypothesizing
7. Economics	4. End of the colonial rule in Africa, Asia, and the Caribbean	G. Identifying Central Issues
8. Environment		H. Identifying Cause and Effect
9. Geography	5. Positive and negative effects of economic interdependence	I. Identifying Values
10. Global Interaction		J. Recognizing Bias
11. Historical Perspective	6. Reshaping of political and social life through democratic and human rights movements	K. Summarizing
12. Human Rights		L. Supporting Opinion
13. Migration		
14. Nationalism	7. Impact of revolutionary, scientific, and technological advances	
15. Political Systems		
16. Religious, Moral, Ethical Beliefs	8. <b>Consequences of the rise of fundamentalism within world religions</b>	
17. Revolution and Reform		
18. Technology/Innovation		

**Bold print indicates a Christian/Adventist perspective topic.**

# World History

## Era 10 - Challenges of the Present World (1989 to Present)

### Essential Learnings

Strands	
1. Bible as History	1. Causes and consequences of the break-up of the Soviet Empire
2. Biblical/Christian Perspective	2. Problems facing new democracies
3. Change-Political, Social, Religious, Cultural	3. Global environmental issues
4. Cooperation and Conflict	4. Technological advances and related issues
5. Culture	5. Challenges of the world economy
6. Diversity	6. <b>* Opportunities for Adventism in the post-Communist world</b>
7. Economics	
8. Environment	
9. Geography	
10. Global Interaction	
11. Historical Perspective	
12. Human Rights	
13. Migration	
14. Nationalism	
15. Political Systems	
16. Religious, Moral, Ethical Beliefs	
17. Revolution and Reform	
18. Technology/Innovation	

\* Topic not necessarily found in secular textbooks

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion

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# **ECONOMICS**

## ECONOMICS

Economics is the study of human activity directed at supplying a wide variety of needs and wants. A basic economics course enables a student to understand how economists describe essential economic activity such as production, unemployment, business operation, and labor. In addition, students will learn to analyze economic questions.

Using their economic knowledge, students need to be able to explain coherently economic concepts. This course will help them anticipate the effect of economic activity on the personal level, and in the community, the nation, and the world.

The material that follows is drawn from *A Framework for Teaching the Basic Economic Concepts*, published by the National Council on Economic Education. For the purpose of this course, basic concepts are the Essential Learnings, which are grouped into five general areas of study.

# Economics

## Area of Study # 1 - Fundamental Economic Concepts

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Competition & Market Structure
3. Macro/Micro Economics
4. Fiscal/Monetary Policies
5. Global Interaction
6. Gross Domestic Product
7. Income Distribution
8. Inflation & Deflation
9. Personal Economics
10. Political Systems
11. Productivity
12. Scarcity
13. Supply & Demand

1. The universal problem of scarcity and choice
2. Basic questions: What to produce, How to produce, For whom to produce
3. Factors of production and the use of resources
4. Opportunity cost and trade offs
5. Productivity and economic growth
6. Analysis and comparison of economic systems
7. Economic institutions and incentives
8. Exchange, money and interdependence
9. **\*Principles of Christian stewardship**

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

\* Topic not necessarily found in secular textbooks

# Economics

## Area of Study # 2 - Personal Economics

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Competition & Market Structure
3. Macro/Micro Economics
4. Fiscal/Monetary Policies
5. Global Interaction
6. Gross Domestic Product
7. Income Distribution
8. Inflation & Deflation
9. Personal Economics
10. Political Systems
11. Productivity
12. Scarcity
13. Supply & Demand

1. **\*Practical applications of Christian stewardship**
2. The importance and methods of budgeting
3. Personal finance: banking, saving, and investing
4. Consumer decision making: buying and selling
5. Responsible credit management
6. Insurance: types and choices
7. Consumer redress: rights and responsibility
8. Taxes: purpose, benefits, and responsibilities

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

\* topic not necessarily found in secular textbooks

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# Economics

## Area of Study # 3 - Microeconomic Concepts

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Competition & Market Structure
3. Macro/Micro Economics
4. Fiscal/Monetary Policies
5. Global Interaction
6. Gross Domestic Product
7. Income Distribution
8. Inflation & Deflation
9. Personal Economics
10. Political Systems
11. Productivity
12. Scarcity
13. Supply & Demand

1. Relation of markets and prices
2. Interaction of supply and demand
3. Impact of competition on market structure
4. Income distribution and redistribution
5. Causes and effects of market failures
6. Direct and indirect role of government

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Economics

## Area of Study # 4- Macroeconomic Concepts

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Competition & Market Structure
3. Macro/Micro Economics
4. Fiscal/Monetary Policies
5. Global Interaction
6. Gross Domestic Product
7. Income Distribution
8. Inflation & Deflation
9. Personal Economics
10. Political Systems
11. Productivity
12. Scarcity
13. Supply & Demand

1. Measuring a nation's economy - Gross Domestic Product
2. Equilibrium, aggregate supply, and aggregate demand
3. The business cycle and its fluctuations
4. Types and measurements of unemployment
5. Causes and consequences of inflation and deflation
6. Central banks and monetary policy
7. Government's control of economic activity through fiscal policy

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Economics

## Area of Study # 5 - International Economic Concepts

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Competition & Market Structure
3. Macro/Micro Economics
4. Fiscal/Monetary Policies
5. Global Interaction
6. Gross Domestic Product
7. Income Distribution
8. Inflation & Deflation
9. Personal Economics
10. Political Systems
11. Productivity
12. Scarcity
13. Supply & Demand

1. Absolute and comparative advantage and barriers to trade
2. Exchange rates and the balance of payments
3. International aspects of growth and stability
4. \* Role of international finance and development agencies (e.g. IMF, World Bank, & **ADRA**)
5. \* **The impact of the North American economy on the work of the SDA Church worldwide**
6. The emergence of globalization
7. The role of the Internet and other technologies

#### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

\* Topic not necessarily found in secular textbooks

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# **MULTICULTURAL STUDIES**

## MULTICULTURAL STUDIES

The multicultural curriculum acknowledges significant contributions made by ethnic minorities in the development of the United States and the Seventh-day Adventist Church.

This course has been designed to complement the United States History course and follows the same time frame. African-American and Hispanic history are emphasized because these are the two largest minority populations in the United States. The course is designed as a combination course in African-American and Hispanic history. The teacher may choose to separate these Essential Learnings which relate to either group and teach them as separate courses. While the focus is on these minority groups, it is illustrative of what can be accomplished in the study of other ethnic groups (i.e, Native-Americans, etc.).

The primary resources used to prepare this course are *The African American Experience: A History* and *The Latin Experience in U.S. History*. Both texts are published by Globe Fearon Company.

# Multicultural Studies

## Era 1 – Three Worlds Meet (PreColumbus - 1620)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. African Kingdoms and Empires before Age of Discovery
2. American Civilizations and Empires before Columbus

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Multicultural Studies

## Era 2 - Colonization and Settlement (1585-1763)

Strands	Essential Learnings	Thinking Skills
<ol style="list-style-type: none"> <li>1. Biblical/Christian Perspective</li> <li>2. Change-Political, Social, Religious, Cultural</li> <li>3. Civil Rights and Liberties</li> <li>4. Community Service</li> <li>5. Constitutional Cooperation</li> <li>6. Cooperation and Conflict</li> <li>7. Culture</li> <li>8. Democracy</li> <li>9. Diversity</li> <li>10. Ecological Concerns</li> <li>11. Economics</li> <li>12. Environment</li> <li>13. Fiscal/Monetary Policies</li> <li>14. Geography</li> <li>15. Global Interaction</li> <li>16. Historical Perspective</li> <li>17. Human Rights</li> <li>18. Migration</li> <li>19. Nationalism</li> <li>20. Political Systems</li> <li>21. Reform</li> <li>22. Religious, Moral, Ethical Beliefs</li> <li>23. Responsibilities and Participation</li> <li>24. Revolution and Reform</li> <li>25. Technology/Innovation</li> <li>26. U.S. Role in World Affairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Conversion and Ecomienda System in the Spanish Empire</li> <li>2. Atlantic Slave Trade</li> <li>3. <b>Effects of Christianity on the African-American community</b></li> <li>4. Relationships between the conquerors and the conquered</li> <li>5. Struggle for empire</li> <li>6. <b>Role of religion in Spanish colonization</b></li> </ol>	<ol style="list-style-type: none"> <li>A. Assessing Consequences</li> <li>B. Comparing and Contrasting</li> <li>C. Distinguishing Fact from Opinion</li> <li>D. Drawing Conclusions</li> <li>E. Evaluating Ideas</li> <li>F. Hypothesizing</li> <li>G. Identifying Central Issues</li> <li>H. Identifying Cause and Effect</li> <li>I. Identifying Values</li> <li>J. Recognizing Bias</li> <li>K. Summarizing</li> <li>L. Supporting Opinion</li> <li>M. Using Historical Imagination</li> </ol>
	<p><b>Bold print indicates a Christian/Adventist perspective topic.</b></p>	

# Multicultural Studies

## Era 3 - Revolution and The Creation of a Nation (1754-1820)

<b>Strands</b>	<b>Essential Learnings</b>	<b>Thinking Skills</b>
1. Biblical/Christian Perspective	1. Reasons for involvement of African-Americans in the Revolutionary War and their disappointment	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural		B. Comparing and Contrasting
3. Civil Rights and Liberties	2. Spanish contributions in the Revolutionary War	C. Distinguishing Fact from Opinion
4. Community Service		D. Drawing Conclusions
5. Constitutional Cooperation	3. Effects of democratic ideals upon African-Americans and Hispanic-Americans	E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Culture		G. Identifying Central Issues
8. Democracy		H. Identifying Cause and Effect
9. Diversity		I. Identifying Values
10. Ecological Concerns		J. Recognizing Bias
11. Economics		K. Summarizing
12. Environment		L. Supporting Opinion
13. Fiscal/Monetary Policies		M. Using Historical Imagination
14. Geography		
15. Global Interaction		
16. Historical Perspective		
17. Human Rights		
18. Migration		
19. Nationalism		
20. Political Systems		
21. Reform		
22. Religious, Moral, Ethical Beliefs		
23. Responsibilities and Participation		
24. Revolution and Reform		
25. Technology/Innovation		
26. U.S. Role in World Affairs		

# Multicultural Studies

## Era 4 - Expansion and Reform (1801-1861)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Conflicts over the expansion of slavery
2. Territorial acquisition and assimilation of Spanish-speaking people
3. **Expression of the slave experience through music and other arts**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

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# Multicultural Studies

## Era 5 - Civil War and Reconstruction (1850-1877)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. African-American and Hispanic-American involvement in the Civil War
2. Promise and disappointment with emancipation

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Multicultural Studies

## Era 6 - Settling of the West and the Development of the Industrial United States (1861-1900)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. Economic challenges in the midst of prosperity
2. Political struggles and disenfranchisement

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Multicultural Studies

## Era 7 - Imperialism, Progressivism, and WW I (1890-1920)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation
26. U.S. Role in World Affairs

### Essential Learnings

1. United States involvement in the Caribbean and the consequences
2. Mexican Revolution and new patterns of immigration
3. Disappointments in the South and the Great Migration
4. **\*Adventist missions in the southern U.S. and Latin America**

\* topic not necessarily covered by secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion
- M. Using Historical Imagination

# Multicultural Studies

## Era 8 - Prosperity, Depression and WW II (1920-1945)

Strands	Essential Learnings	Thinking Skills
<ol style="list-style-type: none"> <li>1. Biblical/Christian Perspective</li> <li>2. Change-Political, Social, Religious, Cultural</li> <li>3. Civil Rights and Liberties</li> <li>4. Community Service</li> <li>5. Constitutional Cooperation</li> <li>6. Cooperation and Conflict</li> <li>7. Culture</li> <li>8. Democracy</li> <li>9. Diversity</li> <li>10. Ecological Concerns</li> <li>11. Economics</li> <li>12. Environment</li> <li>13. Fiscal/Monetary Policies</li> <li>14. Geography</li> <li>15. Global Interaction</li> <li>16. Historical Perspective</li> <li>17. Human Rights</li> <li>18. Migration</li> <li>19. Nationalism</li> <li>20. Political Systems</li> <li>21. Reform</li> <li>22. Religious, Moral, Ethical Beliefs</li> <li>23. Responsibilities and Participation</li> <li>24. Revolution and Reform</li> <li>25. Technology/Innovation</li> <li>26. U.S. Role in World Affairs</li> </ol>	<ol style="list-style-type: none"> <li>1. Effects of the Depression on minorities</li> <li>2. Experience of minorities during World War II</li> </ol>	<ol style="list-style-type: none"> <li>A. Assessing Consequences</li> <li>B. Comparing and Contrasting</li> <li>C. Distinguishing Fact from Opinion</li> <li>D. Drawing Conclusions</li> <li>E. Evaluating Ideas</li> <li>F. Hypothesizing</li> <li>G. Identifying Central Issues</li> <li>H. Identifying Cause and Effect</li> <li>I. Identifying Values</li> <li>J. Recognizing Bias</li> <li>K. Summarizing</li> <li>L. Supporting Opinion</li> <li>M. Using Historical Imagination</li> </ol>

# Multicultural Studies

## Era 9 - Postwar United States (1945-1960)

Strands	Essential Learnings	Thinking Skills
1. Biblical/Christian Perspective	1. Growth of urban minority population	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural		B. Comparing and Contrasting
3. Civil Rights and Liberties	2. The struggle for civil rights	C. Distinguishing Fact from Opinion
4. Community Service		D. Drawing Conclusions
5. Constitutional Cooperation		E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Culture		G. Identifying Central Issues
8. Democracy		H. Identifying Cause and Effect
9. Diversity		I. Identifying Values
10. Ecological Concerns		J. Recognizing Bias
11. Economics		K. Summarizing
12. Environment		L. Supporting Opinion
13. Fiscal/Monetary Policies		M. Using Historical Imagination
14. Geography		
15. Global Interaction		
16. Historical Perspective		
17. Human Rights		
18. Migration		
19. Nationalism		
20. Political Systems		
21. Reform		
22. Religious, Moral, Ethical Beliefs		
23. Responsibilities and Participation		
24. Revolution and Reform		
25. Technology/Innovation		
26. U.S. Role in World Affairs		

# Multicultural Studies

## Era 10 - Troubled Times (1954-1976)

<b>Strands</b>	<b>Essential Learnings</b>	<b>Thinking Skills</b>
1. Biblical/Christian Perspective	1. Effects of the Civil Rights movement and Vietnam War on minorities	A. Assessing Consequences
2. Change-Political, Social, Religious, Cultural		B. Comparing and Contrasting
3. Civil Rights and Liberties		C. Distinguishing Fact from Opinion
4. Community Service		D. Drawing Conclusions
5. Constitutional Cooperation	2. Increased militancy in the struggle for civil rights	E. Evaluating Ideas
6. Cooperation and Conflict		F. Hypothesizing
7. Culture		G. Identifying Central Issues
8. Democracy		H. Identifying Cause and Effect
9. Diversity		I. Identifying Values
10. Ecological Concerns		J. Recognizing Bias
11. Economics		K. Summarizing
12. Environment		L. Supporting Opinion
13. Fiscal/Monetary Policies		M. Using Historical
14. Geography		
15. Global Interaction		
16. Historical Perspective		
17. Human Rights		
18. Migration		
19. Nationalism		
20. Political Systems		
21. Reform		
22. Religious, Moral, Ethical Beliefs		
23. Responsibilities and Participation		
24. Revolution and Reform		
25. Technology/Innovation		
26. U.S. Role in World Affairs		

# Multicultural Studies

## Era 11 - Redefining America (1976-Present)

### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Civil Rights and Liberties
4. Community Service
5. Constitutional Cooperation
6. Cooperation and Conflict
7. Culture
8. Democracy
9. Diversity
10. Ecological Concerns
11. Economics
12. Environment
13. Fiscal/Monetary Policies
14. Geography
15. Global Interaction
16. Historical Perspective
17. Human Rights
18. Migration
19. Nationalism
20. Political Systems
21. Reform
22. Religious, Moral, Ethical Beliefs
23. Responsibilities and Participation
24. Revolution and Reform
25. Technology/Innovation

### Essential Learnings

1. The attraction of economic and political freedom
2. The partially fulfilled dream

### Thinking Skills

- A. Assessing Consequences
- B. Comparing and Contrasting
- C. Distinguishing Fact from Opinion
- D. Drawing Conclusions
- E. Evaluating Ideas
- F. Hypothesizing
- G. Identifying Central Issues
- H. Identifying Cause and Effect
- I. Identifying Values
- J. Recognizing Bias
- K. Summarizing
- L. Supporting Opinion

# **WORLD GEOGRAPHY**

# WORLD GEOGRAPHY

This is a course typically taught in the ninth grade. Some states combine this course with World History to create a Global Studies or World Cultures course. The goals, skills, and proficiencies listed below are drawn from *Geography for Life, National Geography Standards, 1994*. This publication by the Geography Education Standards Project should be consulted when preparing a course in this subject area.

**Goals:** A geographically informed person who:

- (1) sees meaning in the arrangement of things in space.
- (2) sees relations between people, places, and environments.
- (3) uses geographic skills.
- (4) applies spatial and ecological perspectives to life situations.

**Skills:** Students will develop the following skills:

- (1) Asking geographic questions
- (2) Acquiring geographic information
- (3) Organizing geographic information
- (4) Analyzing geographic information
- (5) Answering geographic questions

**Proficiencies:** Students will be expected to demonstrate their proficiency in a range of learning behaviors, including:

- (1) Recalling relevant content from geographic subject matter
- (2) Understanding the rich and diverse characteristics of people, places, and environments
- (3) Interpreting maps, globes, and other geographic tools and technologies, such as charts, graphs, aerial photographs, and satellite-produced images
- (4) Understanding that space and spatial relationships are fundamental components of human interdependence on the local, regional, or global scales
- (5) Recognizing the spatial relationships between people and their environments
- (6) Distinguishing fact from opinion and relevant from irrelevant information in resources and databases
- (7) Accessing geographic information from a variety of print and electronic sources
- (8) Solving problems systematically using geographic methods

# World Geography

## Area of Study # 1 -The Geographer's World

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religious, Cultural
3. Community Service
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Ecological Concerns
8. Economics
9. Environment
10. Geography
11. Global Interaction
12. Historical Perspective
13. Human Rights
14. Migration
15. Political Systems
16. Religious, Moral, Ethical Beliefs
17. Technology/Innovation

1. Understanding the five fundamental themes in geography location, place, human/environment interaction, movement, and region
2. The use of maps, charts, graphs, and other geographic representations, tools, and technologies to acquire, process, and report geographical information
3. Development of a global perspective
4. Understanding the importance of global interdependence

#### Thinking Skills

- A. Asking geographic questions
- B. Acquiring geographic information
- C. Organizing geographic information
- D. Analyzing geographic information
- E. Answering geographic information

# World Geography

## Area of Study # 2- Physical Systems

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religion, Cultural
3. Community Service
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Ecological Concerns
9. Environment
10. Geography
11. Global Interaction
12. Historical Perspective
13. Human Rights
14. Migration
15. Political Systems
16. Religion, Moral, Ethical Beliefs
17. Technology/Innovation

1. The Earth in our solar system
2. **\* SDA viewpoint of Earth as the theater of the universe**
3. The physical processes that shape the patterns of Earth's surface
4. The characteristics and function of ecosystems on Earth's surface

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

#### Thinking Skills

- A. Asking geographic questions
- B. Acquiring geographic information
- C. Organizing geographic information
- D. Analyzing geographic information
- E. Answering geographic information

# World Geography

## Area of Study # 3- Human Geography

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religion, Cultural
3. Community Service
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Ecological Concerns
9. Environment
10. Geography
11. Global Interaction
12. Historical Perspective
13. Human Rights
14. Migration
15. Political Systems
16. Religion, Moral, Ethical Beliefs
17. Technology/Innovation

1. World population distribution and trends
2. The role of political and economic systems on world geography
3. The use, distribution, and importance of Earth's resources
4. The role of human/environmental interaction
5. **\* The Christian's responsibility to the environment**

#### Thinking Skills

- A. Asking geographic questions
- B. Acquiring geographic information
- C. Organizing geographic information
- D. Analyzing geographic information
- E. Answering geographic information

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

# World Geography

## Area of Study # 4 - Places and Regions

### Essential Learnings

#### Strands

1. Biblical/Christian Perspective
2. Change-Political, Social, Religion, Cultural
3. Community Service
4. Cooperation and Conflict
5. Culture
6. Diversity
7. Economics
8. Ecological Concerns
9. Environment
10. Geography
11. Global Interaction
12. Historical Perspective
13. Human Rights
14. Migration
15. Political Systems
16. Religion, Moral, Ethical Beliefs
17. Technology/Innovation

1. Systematic study of physical and human geography
2. Earth's resources influencing regional development
3. Awareness and appreciation of cultural diversity
4. **\* Presence and impact of Adventism in countries around the world**

#### Thinking Skills

- A. Asking geographic questions
- B. Acquiring geographic information
- C. Organizing geographic information
- D. Analyzing geographic information
- E. Answering geographic information

\* Topic not necessarily found in secular textbooks

**Bold print indicates a Christian/Adventist perspective topic.**

## Appendix A – Canadian Social Studies Requirements

Each provincial Ministry of Education in Canada has set forth curricular requirements for its own educational system. Secondary grades are also defined differently in each province. **As a result of each province requiring their own curricular standards, it is imperative that teachers integrate the provincial requirements with the North American Division Office of Education’s Social Studies Goals (p. 5) and Skills List, (p. 6) as stated in this curriculum guide. There are also uniquely Christian and /or Adventist Essential Learnings included in each content area of this guide. These are emphasized with bold print and/or set apart by asterisks (\*). The Social Studies teacher should review and then correlate these into the appropriate content area of their provincial curriculum.**

Following is a list of the various provincial Ministry of Education websites. These websites will enable the Secondary Social Studies teacher in Canada to access the necessary curriculum resources for the province in which they teach.

### **\*\*IMPORTANT NOTES\*\***

- (1.) The following list is also found on the Canadian Seventh-day Adventist Teachers website known as CATNET. Its website address is <http://catnet.sdacc.org>
- (2.) Web addresses change frequently, so if the following addresses no longer work, use a search engine to find the new address for the appropriate provincial Ministry of Education or contact the Ministry directly for the new website address.

### **ALBERTA**

[http://ednet.edc.gov.ab.ca/k\\_12/curriculum](http://ednet.edc.gov.ab.ca/k_12/curriculum)

### **BRITISH COLUMBIA**

<http://www.bced.gov.bc.ca/irp>

### **MANITOBA**

<http://www.edu.gov.mb.ca/metks4/curricul/K-s4curr>

### **NEW BRUNSWICK**

There are no resources available on the Internet as of the publication of this document. Please contact the ministry of Education for information on curricular requirements in New Brunswick.

### **NEWFOUNDLAND**

<http://www.k12curr.edu.gov.nf.ca/english.htm>

### **NOVA SCOTIA**

<http://doc.-depot.ednet.ns.ca/lof.html>

### **ONTARIO**

<http://www.edu.gov.on.ca/eng/document/curricul/seccurric.html>

### **QUEBEC**

French: [http://www.meq.gouv.qc.ca/m\\_pub.htm](http://www.meq.gouv.qc.ca/m_pub.htm)

English: [http://www.meq.gouv.qc.ca/GR-PUB/m\\_englis.htm](http://www.meq.gouv.qc.ca/GR-PUB/m_englis.htm)

### **SASKATCHEWAN**

<http://www.sasked.gov.sk.ca/docs.social.html>

The province of Prince Edward Island as well as the Northwest Territories, the Yukon Territory and the Territory of Nunavut are not listed because they do not currently have any Seventh-day Adventist secondary schools.

## Appendix B – Advanced Placement/Honors Courses

Many SDA academies offer Honors and Advanced Placement courses to enhance and enrich their curricular offerings.

Honors and Advanced Placement courses are not the same. A student taking an honors course receives secondary credit only, whereas the Advanced Placement student has the opportunity to gain both secondary and college credit. Many parents and students appreciate this challenge. The Advanced Placement course is offered through the College Board and is a college course taught by secondary instructors in academies and high schools.

An Honors course, on the other hand, is offered at the discretion of the local school and instructor and is a more challenging course than traditional offerings. Some schools offer Honor courses as preparation for taking the Advanced Placement courses.

The criteria for offering these courses vary throughout the North American Division, but the NAD Curriculum Committee for Social Studies at the secondary level strongly suggests that all schools use the following criteria to maintain curricular consistency throughout the Division:

### A. Advanced Placement (AP)

1. A student should have a 3.0 GPA in the subject area, or be admitted at the discretion of the instructor.
2. The school should provide written prerequisites for the AP course.
3. The GPA for AP courses are to be based on a 5.0 scale:  
A=5; B=4; C=3; D=1; F=0  
**Note: A letter grade of “D” or “F” may be recorded but no GPA advantage is to be allowed.**
4. Schools offering AP courses must follow the course descriptions published by the College Board, including the use of an approved AP textbook.
5. The AP course will be subject to review by the appropriate Curriculum Review Committee.

### B. Honors courses

1. Student eligibility requirements are to be established by the school.
2. The school should adopt written prerequisites and course outlines for the Honors courses.
3. The GPA for Honors courses should be based on the same premise as the AP courses.
4. Honors courses should have well-defined course descriptions and requirements which clearly differentiate them from the regular courses.
5. Schools should obtain approval of the Honors courses from the appropriate local curricular review committee and institutions of higher education to provide legitimacy to the classes.

Schools interested in adding such programs, should peruse the following website:

<http://www.collegeboard.org/ap/history/html/indx001.html/>

or contact the conference/union conference for more information. For a host of other helpful sites, use keyword “Advanced Placement United States History” on any Internet search engine.

# Appendix C – Comparison of FACT21 Core Curriculum Essential Elements and NAD Curriculum Guides

<b>AS = Area of Study</b>  <b>E = Era</b>	Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>						
<b>I. Accept God and His Word</b>						
A. Accept God as the Creator, Redeemer, and the Source of knowledge and wisdom	AS 1-9 2-1	E 2-1,6	AS 1-5	E 1-5 2-3,5 3-1,6 4-5 8-5 11-5	AS 2-2	E 1-2 2-5 3-1,5 4-2 5-7 6-6
B. Have a developing knowledge of God's Word		E 2-1,6 4-1,2 5-2		E 3-6 4-5 5-4 8-5 11-5	AS 2-2	E 1-2,3 2-3,5 3-1,4,5 4-2 5-5,7
C. Accept Christ as one's personal Savior as affirmed through baptism		E 2-1,6		E 1-4 2-5 7-2		E 3-5 4-7 5-7
D. Acknowledge the power of prayer and its role in making decisions			AS 1-5	E 7-2		E 1-1 2-3,5 3-1,2 6-6
E. Value God's inspired writings and created works as sources of His revelation	AS 1-9 2-1		AS 1-5 4-3,4	E 3-6 5-4 7-2 8-5 11-5	AS 2-2	E 1-1,2 2-5 3-1 4-7 5-6,7
F. Identify and use God-given spiritual gifts	AS 1-9 2-1			E 7-2 8-5 11-5		
G. Understand the appropriate roles of law and grace in salvation			???	E 2-3,5 D 4-4,5 3-6 4-5		E 2-5 3-5 4-7 5-6,7 6-6

AS = Area of Study E = Era		Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>							
H.	Discover enjoyment in the study of God's Word				E 4-5 11-5		E 1-2 3-5
I.	Voluntarily maintain personal devotions				E 4-5 7-2		E 3-5
J.	Value and participate in corporate forms of worship				E 11-5	AS 4-4	E 2-5 3-5 4-2,3 5-6 6-6
K.	Accept God's Word as the basis for making decisions in the daily experiences of life	AS 1-9 2-1	E 4-1,2 5-2	AS 1-5	E 4-5 7-2 8-5		E 1-1,2 2-5 3-1,5 5-6,7
L.	Apply biblical principles of Christian morality, integrity, and ethical behavior to all aspects of life	AS 1-9 2-1,3,4,5,7	E 3-1 4-1,2 5-2 6-1,2	AS 1-5 5-3	E 1-4 2-3,5 3-1,6 4-4,5 5-4 7-2 8-8 10-7 11-3	AS 3-5 4-3	E 1-1,2 3-1,5 5-1,6,7 9-8 10-3
<b>II. Commitment to the Church</b>							
A.	Participate actively in the offices and functions of the local church	AS 2-1	E 7-4		E 4-5		
B.	Understand the structure and operation of the Seventh-day Adventist Church organization	AS 2-1 5-5			E 11-5	AS 4-4	E 10-4
C.	Become involved in the global Mission of the Seventh-day Adventist Church	AS 1-9 2-1 5-4,5	E 7-4		E 4-5 11-5	AS 1-3 4-4	E 10-6
D.	Participate in the witnessing, outreach, and soulwinning activities of the local church		E 9-4		E 11-5		
E.	Understand the doctrines of the Seventh-day Adventist Church	AS 1-9 2-1		AS 4-3	E 4-5 8-5	AS 2-2	E 1-2 3-1,5
F.	Appreciate the rich heritage and providential development of the Seventh-day Adventist Church						

AS = Area of Study E = Era		Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>							
G.	Relate to lifestyle and cultural issues based on biblical principles		E 4-2,3 7-4	AS 5-3	E 4-4 10-7	AS 4-3	E 7-5
H.	Evaluate and exhibit lifestyle choices consistent with those of Seventh-day Adventist Christians	AS 1-9 2-1			E 10-7		
<b>III. Family and Interpersonal Relationships</b>							
A.	Develop effective interpersonal skills in family and other relationships	AS 2-1,2,3,4,5	E 9-1		E 2-5 6-1 10-1		
B.	Recognize God's ideal of the family as the basic unit of society		E 5-2	AS 1-5	W 4-4 6-1	AS 4-1	E 1-2
C.	Develop a sensitivity for the diversity in others		E 2-4 9-2 10-1	AS 4-5,6	E 1-1,2,3,4 2-1,2 3-1 4-1,2 5-3 10-1	AS 4-3	E 6-6 9-3,6
D.	Acquire knowledge, attitudes and skills essential to meeting family responsibilities whether living alone or with others	AS 2-1,2,3,4, 5,6,7,8	E 2-4 5-2		E 8-2		
E.	Reflect Christian principles through refinement in taste, decorum, language, dress, and courtesy				E 2-1,3,4 3-1 11-2	AS 4-3	
F.	Develop a sense of self-worth in harmony with Christian ideals				E 2-1 4-1,2 5-3 10-1		
G.	Understand sexuality and its expression in the context of God's ideal		E 2-2 5-2	AS 4-5	E 2-2,3,4 10-2		
H.	Develop the attitudes and behaviors necessary for successful marriage and parenting	AS 2-1,2,3,4, 5,6,7,8		AS 4-5,6	E 2-1,3,4 11-2		

AS = Area of Study E = Era		Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>							
<b>IV. Responsible Citizenship</b>							
A.	Understand, accept and respect the diversity of others	AS 2-1,2,3,4,5,6,7,8		AS 4-5,6	E 2-1,3,4 11-2		
B.	Exhibit concern and sensitivity for other peoples and cultures	AS 1-6 5-1,4	E 2-1,3,6 9-2 10-1	AS 4-2,5,6	E 1-1,3 2-1,4 10-1 11-4	AS 4-3	
C.	Assume civic responsibility in one's local, national and global community	AS 1-9 2-1	E 3-3 8-1	AS 5-2,3, 4,5	E 2-3,4 3-1,3,4,5 7-11 8-3	AS 3-5	E 3-1 4-7 8-6
D.	Have an awareness of the role of the Christian as a member of a global community	AS 5-4,5	E 2-1 8-2	AS 5-3	E 4-4,5 5-4 11-5	AS 1-3 4-1	E 10-3
E.	Understand the functions of governments and their impact on individuals and society	AS 1-6,7 3-4,6 4-6,7 5-2,4	E 3-3 4-2 10-1	AS 1-1,3,4, 5 2-1,2 3-1,2,3, 4	E 1-3 2-3,4 3-1,2,3,4,5 4-1,2,3,4 5-1,2,3 7-1 8-3 9-3 10-1	AS 4-1 3-2	E 2-3,4,5 3-2,3,4, 6,7 4-5,8 5-1,3,5
F.	Analyze current events in the light of history and prophecy		E 8-2	AS 1-5	E 3-6 11-2	AS 2-2	E 3-1
G.	Assume an active role in nurturing and preserving one's environment	AS 1-1,2,3,4	E 3-3	AS 5-2,3	E 7-1 8-3 10-2 11-2	AS 3-4.5	E 10-3
<b>V. Healthy Balanced Living</b>							
A.	Recognize that a healthy lifestyle is a key to quality living	AS 1-9 2-1			E 8-5	AS 4-1	
B.	Engage in regular exercise for sustained health					AS 4-1	
C.	Understand the relationship of wellness to an optimum relationship with God.				E 8-5		

<b>AS = Area of Study</b> <b>E = Era</b>		<b>Economics</b>	<b>Multicultural Studies</b>	<b>U.S. Government</b>	<b>U. S. History</b>	<b>World Geography</b>	<b>World History</b>
<b>FACT-21 ESSENTIAL ELEMENTS</b>							
D.	Avoid at-risk behavior in the interest of preserving God-given health	AS 1-1,4,9 2-1		AS 4-5	E 8-5		
E.	Value cooperation, teamwork, and sportsmanship		E 10-1	AS 5-2	E 3-5 4-5		
F.	Apply Christian principles to recreation and sports				E 10-7		
G.	Achieve a balance in work, leisure, social, and spiritual activities	AS 1-9 2-1				AS 4-1	
H.	Realize the impact of emotions on spiritual, physical, social, and intellectual growth		E 3-3 10-1		E 2-1,4 4-2 5-3 10-7		
VI.	Intellectual Development						
A.	Broaden intellectual abilities through the study of God's Word	AS 1-9 2-1			E 3-6 4-5 11-5		E 1-1,2 3-1 6-5
B.	Use critical and creative thinking skills in decision making and problem solving	AS 1-1,2,3,4 2-1,2,3,4, 5,6,7,8		AS 5-1,2,3, 4,5,6	E 4-5 6-2,4 8-3 10-1		
C.	Develop intellectual competence in natural sciences and mathematics, arts and humanities, social sciences, and applied arts	ALL	ALL	ALL	ALL	ALL	ALL
D.	Develop effective ways to learn, study, and to locate and organize information				E 4-5 5-4	AS 1-2	
E.	Understand how intellectual processes are influenced by a healthy lifestyle				E 2-1,4 4-2 5-3 8-5		
F.	Relate thinking skills to "real world" experiences	AS 2-1,2,3,4, 5,6,7,8 5-4	E 10-1,2		ALL	AS 3-4,5	

AS = Area of Study E = Era		Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
		FACT-21 ESSENTIAL ELEMENTS					
G.	Integrate Bible-based principles throughout the whole range of thought and intellectual development	AS 1-9 2-1	E 10-1	AS 1-5 5-3	ALL	AS 3-5	
H.	Apply the principle of life-long learning	AS 1-9 2-1	E 6-1,2	AS 5-2	ALL		
VII.	Communication Skills						
A.	Communicate effectively through the avenues of reading, writing, listening, speaking, and non-verbal language		E 2-6 3-3 10-1	AS 5-2,3,4, 5,6	E 2-5 3-6 4-5		
B.	Use communication skills in ways that enhance one's Christian witness		E 2-6 10-1	AS 5-3	E 4-5 11-5		
C.	Understand how sensitivity to the feelings of others affects communication		E 2-6 10-1,2		E 2-1,4 4-2 5-3 10-1	AS 4-3	
D.	Communicate effectively with other cultures and language groups		E 2-6 10-1	AS 5-3	E 1-1,3 4-2 11-4		
E.	Use media to enhance communication		E 10-1	AS 5-6	E 4-2		E 10-4
F.	Employ language in ways that edify and uplift		E 2-6 4-3 10-1		E 4-2 8-4		
G.	Make appropriate choices when encountering all forms of media communication		E 10-1	AS 5-6	E 11-2		
VIII.	Life Skills						
A.	Develop responsible decision-making skills	AS 1-2,2,3,4 2-1,2,3,4, 5,6,7,8	E 10-2,3	AS 5-2,4,5	E 3-5 10-3	AS 3-5	
B.	Utilize effective communication skills		E 2-6		E 10-1 11-4		

AS = Area of Study E = Era		Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>							
C.	Recognize, develop, and maintain positive self-esteem		E 1-1,2 3-3 9-2 10-1		E 1-3 10-1 11-4		
D.	Appropriately manage one's personal finances	AS 1-4 2-1,2,3,4, 5,6,7,8	E 6-1		E 8-2 11-2		
E.	Acquire skill in the use of computers and other forms of technology	AS 5-7					
F.	Develop basic home-management skills	AS 2-1,2,3,4, 5,6,7,8	E 6-1				
G.	Interact effectively in groups		E 5-2 6-1	AS 5-1,2,3, 4,5	E 11-4		
H.	Develop conflict resolution skills	AS 1-4 2-1					
I.	Manage time effectively	AS 1-9 2-1					
<b>IX. Aesthetic Appreciation</b>							
A.	View God as the Author of beauty both in His creation and in human expression		E 1-1,2		E 1-3,4 4-2	AS 2-1,2,3	E 1-2
B.	Employ Christian principles as a basis for creative appreciation and expression		E 4-3 10-1				
C.	Appreciate the creative and performing arts		E 4-3			AS 4-1	E 5-4
D.	Develop artistic talents to their fullest potential						
E.	Develop self-confidence through practice and public performance			AS 5-2,3,4			
F.	Use aesthetic expression as a means of communication and service						

<p>AS = Area of Study</p> <p>E = Era</p>	Economics	Multicultural Studies	U.S. Government	U. S. History	World Geography	World History
<b>FACT-21 ESSENTIAL ELEMENTS</b>						
X. Career and Service						
A. Develop a strong Christian work ethic which respects the dignity of labor	AS 1-5,7,9 2-1 3-4 4-4	E 6-1		E 8-2		
B. Develop an awareness of career options and opportunities as they relate to the mission of the church and to the changing world	AS 5-4,5		E 11-5	AS 4-4	E 10-6	
C. Recognize the role of useful work in achieving and maintaining self-worth and self-development	AS 1-5	E 10-1		E 5-3 8-2		
D. Develop practical work skills that will enhance employability	AS 1-4	E 5-2 8-1		E 5-3	AS 4-4	
E. Experience the joy of serving others	AS 5-4		AS 5-3	E 8-3		
F. Identify the match between one's talents and career options	AS 1-4, 9 2-1	E 5-2 8-1		E 5-3		