

Social Studies Standards K-6

Standards are hyperlinked.

- [Kindergarten through 4th grade](#)
- [5th grade World Geography](#)
- [6th grade World History Beginnings to 1500](#)

DRAFT

Grades K-4

Social Studies
Academic Standards

Revised 2022

Grades K-4 Social Studies Academic Standards & Disciplinary Concepts

Course Focus and Content

Grades K-4 Social Studies provides an introduction to civics, economics, geography, and history. Basic skills and foundational knowledge are developed through practical classroom experiences that access and develop personal connections to the content. Students learn through social studies lenses that begin by focusing on the narrower and more manageable viewpoint of self and personal experience, expanding to community, state, nation, and ultimately to a broader world view.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

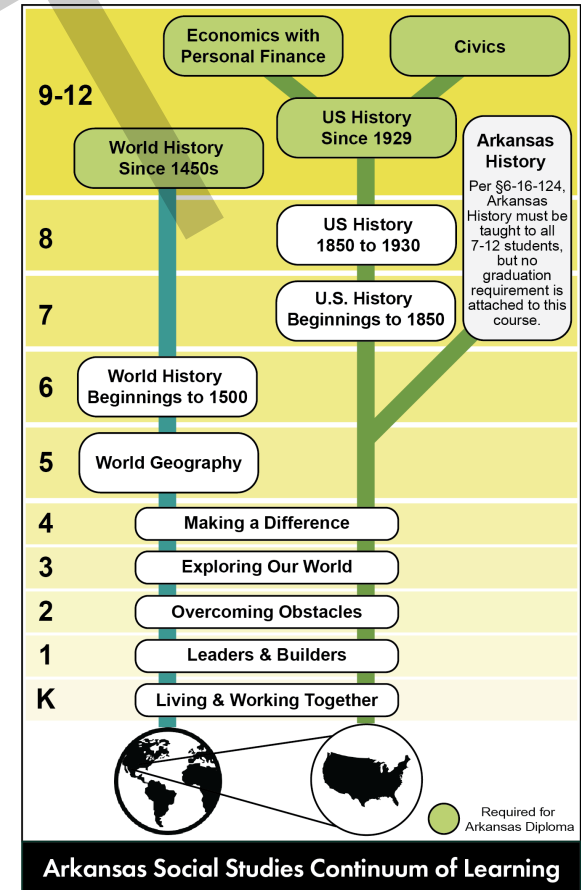


Figure 1

Grades K-4 Social Studies Academic Standards & Disciplinary Concepts

Skills and Application

Throughout Grades K-4, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *K-4 Social Studies is required by the Standards for Accreditation.*

An asterisk (*) within the standards document denotes specific content that builds a student's background knowledge (e.g., historical figures and events, Indigenous peoples, government structures, important documents) to increase readiness for 5th grade content and beyond.

Nomenclature Explained

icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

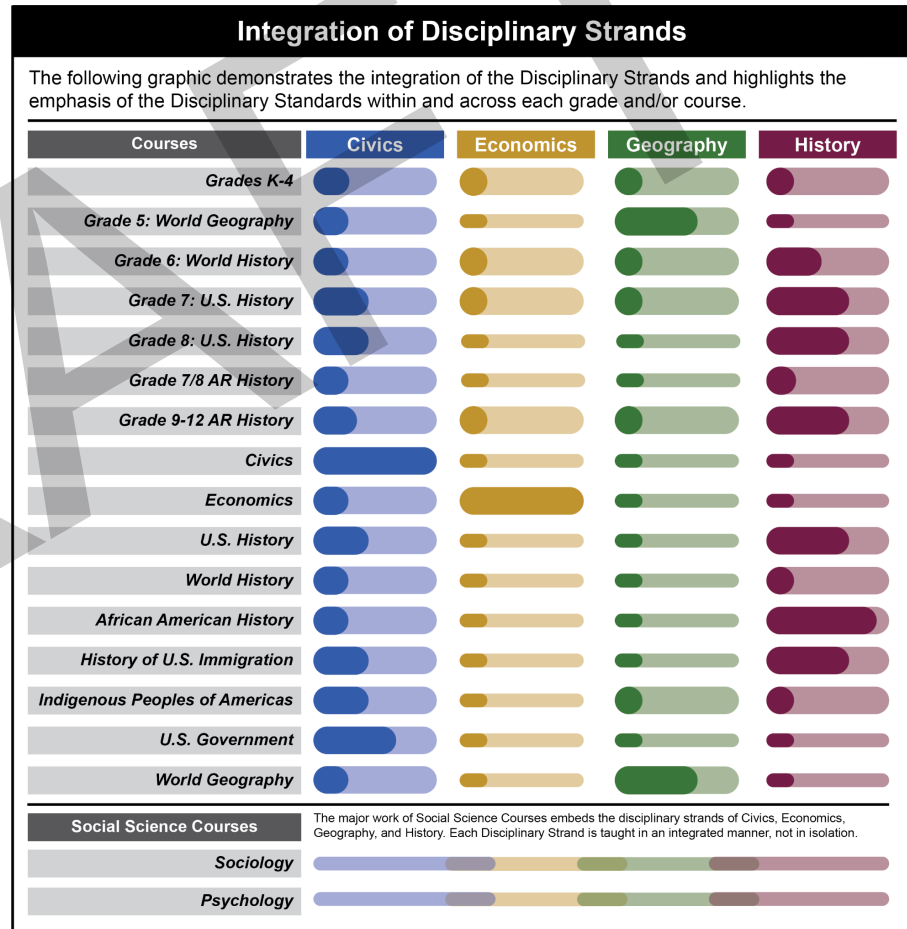
"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



Grades K-4 Social Studies Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

| Dimension 1 Developing Questions and Planning Inquiries | | Dimension 3 Evaluating Sources and Using Evidence | | Dimension 4 Communicating Conclusions and Taking Informed Action | |
|---|--|--|--|--|--|
| <ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view | | <ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations | | <ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes | |

| Dimension 2 ¹ Applying Disciplinary Concepts and Tools | | | | |
|--|--|---|---|---|
| Civics | Economics | Geography | History | Social Sciences |
| <ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws | <ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy | <ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> | <ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation | <ul style="list-style-type: none"> • Psychology • Sociology |

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

K-12 Disciplinary Standards Overview

| Civics | Economics | Geography | History |
|---|---|---|---|
| <p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p> | <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p> | <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p> | <p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

Disciplinary Standards At a Glance

| | |
|-------------------------------|---|
| Disciplinary Strand | Disciplinary Standard |
| | Grade |
| | Course Title or Theme |
| Disciplinary Component | <ul style="list-style-type: none"> Grade or Course Specific Components |

| | | | | | |
|---|---|---|---|--|--|
| Civics | C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| | Belonging to a Community | Citizenship in my Community and our Country | Building a Community and Nation | Government | A Growing and Changing Society |
| Civic and Political Institutions | <ul style="list-style-type: none"> Civic documents, symbols, holidays, and songs | <ul style="list-style-type: none"> Foundation of the United States government and its laws | <ul style="list-style-type: none"> Founding documents | <ul style="list-style-type: none"> Patriotism and citizenship | <ul style="list-style-type: none"> Amendments Bill of Rights Preamble |
| Participation and Deliberation | <ul style="list-style-type: none"> Connections and characteristics of community | <ul style="list-style-type: none"> Role of leaders in a community | <ul style="list-style-type: none"> Freedoms Leaders | <ul style="list-style-type: none"> Civil rights - unity and diversity | <ul style="list-style-type: none"> Leaders who influenced change |
| Processes, Rules, and Laws | <ul style="list-style-type: none"> Decision-making and problem-solving | <ul style="list-style-type: none"> Rules, rewards, and consequences | <ul style="list-style-type: none"> Rights and responsibilities | <ul style="list-style-type: none"> Rules, laws, and decision-making | |

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| Economics | E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. | | | | |
|---------------------------------|---|---|--|--|--|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| | Community Markets | Exchange | Choices | Entrepreneurship | Economic Interdependence |
| Economic Decision-Making | <ul style="list-style-type: none"> Decision-making with unlimited wants and limited resources | <ul style="list-style-type: none"> Scarcity and cost-benefit in decision-making | <ul style="list-style-type: none"> Cost-benefit and opportunity cost in decision-making | <ul style="list-style-type: none"> Problems, alternatives, and trade-offs in decision-making | <ul style="list-style-type: none"> Effects of economic decision-making |
| Exchange and Markets | <ul style="list-style-type: none"> Human, natural, and capital resources Markets in the community | <ul style="list-style-type: none"> Arkansas' natural resources and their economic contributions Work and income | <ul style="list-style-type: none"> Skills, education, and experience Role of markets | <ul style="list-style-type: none"> Productivity Supply and demand, competition, and incentives | <ul style="list-style-type: none"> Organization of resources to produce goods and services Effects of supply and demand |
| Growth and Stability | <ul style="list-style-type: none"> Role of money Identifying goods and services | <ul style="list-style-type: none"> Monetary or bartering as means of exchange Public goods and services | <ul style="list-style-type: none"> Saving money Cost and benefits of public goods and services | <ul style="list-style-type: none"> Purpose and function of banks Private goods and services | <ul style="list-style-type: none"> Financial institutions and government agencies Inflation, deflation, and unemployment |
| Global Economy | <ul style="list-style-type: none"> Where products are produced | <ul style="list-style-type: none"> Trading goods and services | <ul style="list-style-type: none"> Acquiring and selling goods and services | <ul style="list-style-type: none"> Global interdependence and the effects of trade | <ul style="list-style-type: none"> Economic interdependence between Arkansas and the global economy |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Geography | G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions. | | | | |
|--------------------------------------|--|--|--|---|---|
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| | Geography, Location, and Culture | Geography of Arkansas | Navigating Our World | Geographic Representations | Global Connections |
| Geographic Representations | <ul style="list-style-type: none"> Physical characteristics of places | <ul style="list-style-type: none"> State borders, landforms, capital, county, city/town, home address | <ul style="list-style-type: none"> Rivers, dams, mountains, and deserts | <ul style="list-style-type: none"> Landforms and regions | <ul style="list-style-type: none"> Global landscape |
| Human-Environment Interaction | <ul style="list-style-type: none"> Cultural characteristics and environmental impact | <ul style="list-style-type: none"> Environmental characteristics and cultural impact Influence of weather | <ul style="list-style-type: none"> Impact of land on our communities | <ul style="list-style-type: none"> Environmental issues and the influence of people's choices | <ul style="list-style-type: none"> Human-generated changes on the physical environment |
| Spatial Patterns and Movement | <ul style="list-style-type: none"> Movement and human settlement | <ul style="list-style-type: none"> Arkansans and natural resources Reasons and methods for movement and settlement | <ul style="list-style-type: none"> Push-and-pull factors and human settlement Cultural groups who settled in Arkansas | <ul style="list-style-type: none"> Influences for human settlement Why certain cultural groups settled in Arkansas | <ul style="list-style-type: none"> Influences of migration and immigration |
| Global Interconnections | <ul style="list-style-type: none"> Ways of life for civilizations Natural and human-made disasters | <ul style="list-style-type: none"> Connections with communities near and far Helping those in need | <ul style="list-style-type: none"> Connections to communities through the consumption of products Effects of natural and human disasters | <ul style="list-style-type: none"> Global connections of raw materials Effects of human and natural disasters in other places | <ul style="list-style-type: none"> Global connections through trade, transportation, communication, and technology Relief efforts during and after a disaster |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| | | | | | |
|--|---|--|--|---|---|
| History | H.1.Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence. | | | | |
| | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| | Then and Now | Civilizations, Explorers, Community Builders | Exploring Our Likenesses and Differences | Perspectives | Challenges and Changes |
| Chronology, Change Over Time, Contextualization | <ul style="list-style-type: none"> • People of America | <ul style="list-style-type: none"> • Ancient civilizations • Indigenous populations • Early American civilizations • Early explorers and settlers • American colonizers | <ul style="list-style-type: none"> • Family history • Heroes • People who made a difference | <ul style="list-style-type: none"> • Significant people and places | <ul style="list-style-type: none"> • Civil Rights Movement • Social reformers • Historic places and National Parks |
| Perspective, Historical Evidence, Causation | <ul style="list-style-type: none"> • Traditions of peoples: holidays, songs, symbols, oral stories | <ul style="list-style-type: none"> • Choices and conclusions | <ul style="list-style-type: none"> • Historical narrative | <ul style="list-style-type: none"> • Causes and effects of significant historical events | <ul style="list-style-type: none"> • Inquiry project on a local or global issue |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Grade Level Themes | | | | |
|---|---|--|---|---|
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| Living & Working Together: Making Choices and Improving Our Communities | Leaders and Builders: People Leaving an Impact Now and Long Ago | Overcoming Obstacles: Responding to the Challenges We Face | Exploring Our World: Learning from New Places and Ideas | Making a Difference: Finding Solutions that Improve Our World |

Civics

C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

Civic and Political Institutions

Knowledge and Skill Performance Expectations

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|---|---|--|--|---|
| <p>C.1.K.1 Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.</p> <p>Teacher Note: This standard builds toward students relating rules to values of fairness and equality.</p> | <p>C.1.1.1 Connect classroom rules and a student handbook as documents that establish the values of fairness and equality in a school community.</p> <p>Teacher Note: This standard builds toward students relating founding documents to values of fairness and equality.</p> | <p>C.1.2.1 Identify founding documents of the United States:</p> <ul style="list-style-type: none"> • Declaration of Independence* • U.S. Constitution* • Bill of Rights* | <p>C.1.3.1 Discuss the origins of the United States' founding documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • U.S. Constitution • Preamble* • Bill of Rights | <p>C.1.4.1 Explain the rights and responsibilities citizens have according to the Declaration of Independence, U.S. Constitution, and Bill of Rights:</p> <ul style="list-style-type: none"> • Freedoms (religion, speech, press, peaceable assembly) • Rights (personal protection, fair trial by jury, vote, fair and equal treatment under the law) • Responsibility to respect the rights and property of others |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| | | | | |
|---|---|--|---|--|
| <p>C.1.K.2 Identify the characteristics and responsibilities of a leader.</p> | <p>■ C.1.1.2 Describe the roles of people who hold positions of authority which may include:</p> <ul style="list-style-type: none"> • Teachers lead a classroom and help students learn • School principal makes decisions for the school • Police officers protect and serve their communities • Fire/rescue workers help people in need | <p>■ C.1.2.2 Describe and classify roles and responsibilities of people in authority in communities which may include:</p> <ul style="list-style-type: none"> • School district: school superintendent and school board • City: mayor and city council • State: governor and General Assembly • Nation: President and Congress | <p>■ C.1.3.2 Identify powers of government officials in the three branches of government</p> <ul style="list-style-type: none"> • Legislative branch makes laws • Executive branch enforces laws • Judicial branch interprets laws | <p>■ C.1.4.2 Explain the responsibilities government officials have to follow the law, to protect the rights of citizens, and to have integrity in different branches of government at various levels (i.e., local, state, federal).</p> |
| | <p>■ C.1.1.3 Discuss the purpose of government.</p> | <p>■ C.1.2.3 Explain the functions of government using local examples such as infrastructure, safety, and rules/laws.</p> | <p>■ C.1.3.3 Explain the functions and structure of state government.</p> | <p>■ C.1.4.3 Compare state and federal governments' origins, functions, and structures.</p> |

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**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Civics | | | | |
|--|---|--|--|--|
| C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. | | | | |
| Participation and Deliberation | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| <p>■ C.1.K.3 Recognize state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> ● American flag ● Star Spangled Banner* ● Recitation of Pledge of Allegiance ● Arkansas flag ● Apple Blossom ● Honey Bee ● Mockingbird ● Pine Tree | <p>■ C.1.1.4 Describe state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> ● American flag ● Flag etiquette ● Star Spangled Banner ● Recitation of Pledge of Allegiance ● “Arkansas” by Eva Ware Barnett ● White-Tailed Deer ● Milk ● Square Dance ● Diamond | <p>■ C.1.2.4 Explain the significance of state and national symbols, patriotic songs, and mottos:</p> <ul style="list-style-type: none"> ● American flag ● Flag etiquette ● Star Spangled Banner ● Recitation of Pledge of Allegiance* ● National Motto: <i>In God we Trust</i>** ● State Seal ● Diana fritillary butterfly ● Fiddle ● Quartz ● Bauxite ● Pink Tomato | <p>■ C.1.3.4 Investigate origins of state and national symbols, patriotic songs, and mottos:</p> <ul style="list-style-type: none"> ● American flag ● Flag etiquette ● Star Spangled Banner ● Recitation of Pledge of Allegiance ● Arkansas Motto: <i>Regnat Populus</i>* | <p>■ C.1.4.4 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:</p> <ul style="list-style-type: none"> ● American and Arkansas flags ● Flag etiquette ● Star Spangled Banner ● Recitation of Pledge of Allegiance ● Statue of Liberty ● Arkansas motto and state seal |
| <p>C.1.K.4 Demonstrate responsibilities of being a good citizen at school.</p> | <p>C.1.1.5 Identify personal responsibilities of being a good citizen in the community.</p> | <p>C.1.2.5 Describe roles and responsibilities of individuals in a democracy.</p> | <p>■ C.1.3.5 Compare rights and responsibilities of citizens in different places.</p> | <p>■ C.1.4.5 Evaluate changes in citizens’ rights and responsibilities over time.</p> |
| <p>C.1.K.5 Follow agreed-upon rules for listening and having a discussion in the classroom.</p> | <p>C.1.1.6 Follow agreed-upon rules for listening, consensus building, and voting procedures in the classroom.</p> | <p>C.1.2.6 Discuss ways to build a consensus with a group when making a decision that can bring about change.</p> | <p>C.1.3.6 Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.</p> | <p>C.1.4.6 Evaluate decision-making processes such as used for acting upon civic problems.</p> |

Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

| Civics | | | | |
|---|--|--|--|--|
| C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. | | | | |
| Process, Rules, and Laws | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| C.1.K.6 Discuss the need for rules. | C.1.1.7 Explain the purpose of rules and laws. | C.1.2.7 Discuss how rules and laws impact students and communities which may include: <ul style="list-style-type: none"> ● school board ● school handbook ● classroom expectations | ■ C.1.3.7 Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances). | ■ C.1.4.7 Compare the processes for creating rules and laws at the local and state levels: <ul style="list-style-type: none"> ● city ordinance v. state law ● city council v. state legislators |
| ■ C.1.K.7 Discuss ways people improve communities which may include: <ul style="list-style-type: none"> ● being a good neighbor ● volunteering/helping ● recycling ● donating personal items/toys | ■ C.1.1.8 Describe ways people impact communities which may include: <ul style="list-style-type: none"> ● welcoming a new classmate/neighbor ● developing classroom rules and procedures ● contributing unused food to a food bank ● picking up trash | ■ C.1.2.8 Compare successful and unsuccessful attempts to improve communities. | ■ C.1.3.8 Identify ways people influence rules and laws to improve communities. | C.1.4.8 Examine the relationship between people and rules/laws. |
| C.1.K.8 Discuss the importance of problem solving related to classroom issues. | C.1.1.9 Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks. | ■ C.1.2.9 Identify ways people benefit from and are challenged by working together in response to problems. | C.1.3.9 Identify ways local and state communities work together in response to problems. | ■ C.1.4.9 Analyze group actions and responses to local, state, national, and/or global problems. |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Economics | | | | |
|---|--|--|--|---|
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. | | | | |
| Economic Decision-Making | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| E.1.K.1 Discuss needs and wants and how they are restricted by limited resources. | E.1.1.1 Identify examples of scarcity and opportunity cost. | E.1.2.1 Explain examples of scarcity and opportunity cost. | ■ E.1.3.1 Discuss how scarcity and opportunity cost influence decision-making. | ■ E.1.4.1 Analyze the effects of scarcity and opportunity cost during the decision-making process. |
| E.1.K.2 State the reasons behind making a personal decision. | E.1.1.2 List costs and benefits of making a decision. | E.1.2.2 Explain a decision related to the criteria of costs and benefits such as the cost-benefit decision model. | E.1.3.2 Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree. | E.1.4.2 Apply an economic decision-making model when making decisions such as the PACED decision-making. |

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Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

| Economics | | | | |
|---|---|---|---|---|
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. | | | | |
| Exchange and Markets | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| E.1.K.3 Identify ways people create goods and services. | E.1.1.3 Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income. | ■ E.1.2.3 Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs. | E.1.3.3 Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity. | ■ E.1.4.3 Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income. |
| E.1.K.4 Discuss ways human, natural, and capital resources are used in the production of goods and services. | E.1.1.4 Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago. | ■ E.1.2.4 Identify ways human, natural, and capital resources come together to produce goods and services. | ■ E.1.3.4 Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services. | ■ E.1.4.4 Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard's. |
| ■ E.1.K.5 Identify ways people buy and sell goods (i.e., markets). | ■ E.1.1.5 Recognize that markets exist when buyers and sellers exchange goods and services. | ■ E.1.2.5 Describe ways markets exist in various places such as the home, physical location, and Internet. | ■ E.1.3.5 Analyze economic factors in a market including supply, demand, competition, and incentives. | ■ E.1.4.5 Explain effects of supply and demand on prices. |

Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

| Economics | | | | |
|---|---|---|--|--|
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. | | | | |
| Growth and Stability | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| E.1.K.6 Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs. | E.1.1.6 Classify exchanges consumers make as monetary or bartering. | E.1.2.6 Explain the role of money in making exchange easier. | E.1.3.6 Explain purpose and functions of money in the United States. | E.1.4.6 Compare methods of exchange in the United States and around the world (e.g., money, currency, bartering, metals, markets). |
| E.1.K.7 Identify the reasons for and places where people save money (e.g., piggy banks, wallets, banks). | E.1.1.7 Discuss the reasons why and the tools and techniques people use to save money. | E.1.2.7 Describe reasons people save money in banks. | ■ E.1.3.7e.g., Explain the purpose (e.g., safeguard assets, offer loans) and functions (e.g., storing money, transferring money, lending money) of banks. | ■ E.1.4.7 Describe the types of financial institutions and their roles in an economy (e.g., banks, Federal Reserve, credit unions, investment firms). |
| E.1.K.8 Discuss examples of goods and services. | ■ E.1.1.8 Identify examples of public goods and services that governments provide <ul style="list-style-type: none"> ● police officers ● roads ● traffic lights ● state parks ● clean air/water ● public education | E.1.2.8 Explain benefits of public goods and services. | E.1.3.8 Explain the difference between public and private goods and services (e.g., food, clothing, cars). | ■ E.1.4.8 Examine ways governments pay for the goods and services they provide through taxation and fees. |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

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| | | | <p>■ E.1.3.9 Identify factors that affect our economy</p> <ul style="list-style-type: none"> • unemployment • inflation • printing of money • availability of skilled workers | <p>■ E.1.4.9 Explain the meaning of inflation, deflation, and unemployment.</p> |
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|---|--|--|--|--|
| Economics | | | | |
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. | | | | |
| Global Economy | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| E.1.K.9 Identify common products that come from other countries. | E.1.1.9 Identify reasons why people trade goods and services between countries. | E.1.2.9 Explain challenges that cause people in one country to trade goods and services with people in other countries. | <p>■ E.1.3.10 Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology).</p> | <p>■ E.1.4.10 Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).</p> |

Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

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| <p>■ E.1.K.10 Identify where products used in daily life are produced.</p> | <p>■ E.1.1.10 Identify goods that are imported to and exported from Arkansas and the United States.</p> | <p>■ E.1.2.10 Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry.</p> <p>Products produced abroad and sold domestically may include:</p> <ul style="list-style-type: none"> ● cars ● crude oil ● computers <p>Products produced domestically in Arkansas and sold abroad include:</p> <ul style="list-style-type: none"> ● transportation products like airplane parts ● minerals such as bauxite, bromine, and gypsum ● wood pulp, paper, rice | <p>■ E.1.3.11 Describe the effects of trade on people in various places such as:</p> <ul style="list-style-type: none"> ● increases in economic growth ● competition ● experience producing for foreign markets ● decreases in certain job markets ● depletion of natural resources ● outsourcing | <p>■ E.1.4.11 Explain effects of increasing economic interdependence on different groups within a nation, which may include Arkansas's agricultural industry and its impact on natural resources, increased competition, and the shift in labor force.</p> |
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**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Geography | | | | |
|--|--|--|--|---|
| G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions. | | | | |
| Geographic Representations | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| <p>■ G.1.K.1 Describe familiar places using words that communicate location (e.g., beside, past, before), direction (e.g., right/left), and distance (e.g., long/short).</p> | <p>■ G.1.1.1 Show relationships between familiar places using map keys, legends, compass rose, and directional words.</p> | <p>■ G.1.2.1 Interpret the information on a map of local places using map keys, symbols, intermediate directions, scale, and compass rose.</p> | <p>■ G.1.3.1 Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.</p> | <p>■ G.1.4.1 Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map.</p> |
| <p>■ G.1.K.2 Identify and describe the physical characteristics of a place such as rivers, mountains, and forests using maps, globes, and photographs.</p> | <p>■ G.1.1.2 Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.</p> | <p>■ G.1.2.2 Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.</p> | <p>■ G.1.3.2 Use thematic maps to show the interactions that shape the physical and human characteristics of local and global places.</p> | <p>■ G.1.4.2 Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p> |
| <p>■ G.1.K.3 Create maps of familiar places such as the school, playground, or neighborhood.</p> | <p>■ G.1.1.3 Create and label maps of local areas using titles, symbols, legends, and a compass rose.</p> | <p>■ G.1.2.3 Create and label state and national maps using titles, symbols, legends, and a compass rose.</p> | <p>G.1.3.3 Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.</p> | <p>■ G.1.4.3 Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale.</p> |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Geography | | | | |
|--|--|--|--|--|
| G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions. | | | | |
| Human-Environment Interaction | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| <p>G.1.K.4 Describe ways humans have impacted the environment</p> <ul style="list-style-type: none"> planting trees reducing waste littering polluting | <p>■ G.1.1.4 Interpret effects of human impact on the environment.</p> | <p>■ G.1.2.4 Discuss the impact human choices have on the environment.</p> | <p>■ G.1.3.4 Examine environmental problems and ways in which humans address them.</p> | <p>■ G.1.4.4 Analyze effects of human impact on the environment over time including deforestation/reforestation, flood control, pollution, and urbanization.</p> |
| <p>■ G.1.K.5 Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.</p> | <p>■ G.1.1.5 Discuss how cultural characteristics contribute to diversity in a community, place, or region.</p> | <p>■ G.1.2.5 Describe ways people of different cultures shape and change the dynamics of a place or region.</p> | <p>G.1.3.5 Investigate the cultural characteristics of various places and regions from around the world.</p> | <p>■ G.1.4.5 Compare the cultural characteristics of various places and region from around the world.</p> |
| <p>■ G.1.K.6 Identify the influence of weather and climate on people's daily lives.</p> | <p>■ G.1.1.6 Describe the influence of weather, climate, and physical characteristics on people's daily lives.</p> | <p>G.1.2.6 Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.</p> | <p>■ G.1.3.6 Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).</p> | <p>■ G.1.4.6 Analyze ways physical characteristics affect population distribution in Arkansas, the United States, and the world.</p> |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

Geography

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

Spatial Patterns and Movement

Knowledge and Skill Performance Expectations

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--|---|---|--|--|
| <p>■ G.1.K.7 Identify natural resources that meet the needs of a community such as timber, minerals, oil, coal, and natural gas.</p> | <p>■ G.1.1.7 Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.</p> | <p>■ G.1.2.7 Examine how natural resources such as timber, minerals, oil, coal, and natural gas influence human settlement.</p> | <p>■ G.1.3.7 Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p> | <p>■ G.1.4.7 Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p> |
| <p>■ G.1.K.8 Identify people, goods, and ideas that move from place to place.</p> | <p>■ G.1.1.8 Discuss reasons and methods people, goods, and ideas move from place to place.</p> | <p>■ G.1.2.8 Compare and contrast reasons and methods that people, goods, and ideas move from place to place.</p> | <p>■ G.1.3.8 Explain effects of the movement and distribution of people, goods, and ideas on communities using geographic sources such as maps, satellite images, and geospatial technologies.</p> | <p>■ G.1.4.8 Determine effects of movement and distribution of people, goods, and ideas on various places using geographic sources such as maps, satellite images, and geospatial technologies.</p> |
| | | <p>■ G.1.2.9 Identify various cultural groups that have come to Arkansas and where they settled.</p> | <p>■ G.1.3.9 Describe various cultural groups and reasons why they settled in Arkansas or the United States (i.e., push-pull factors).</p> | <p>G.1.4.9 Compare push-pull factors that influenced immigration to and migration within the United States, which may include:</p> <ul style="list-style-type: none"> ● natural resources ● employment opportunities ● political freedom ● economic freedom ● religious freedom |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| Geography | | | | |
|--|--|---|---|--|
| G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions. | | | | |
| Global Interconnections | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| <p>■ G.1.K.9 Discuss products and traditions that connect people around the world (e.g., where products are made, celebrations, dance, art, food, toys).</p> | <p>G.1.1.9 Discuss how the products that are consumed connect the local community to other parts of the country and rest of the world such as clothes, toys, and food.</p> | <p>■ G.1.2.10 Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).</p> | <p>■ G.1.3.10 Trace global connections of raw materials that are used to produce familiar products which may include:</p> <ul style="list-style-type: none"> ● diamonds: drilling, polishing ● quartz: glass-making, sandpaper ● bauxite: aluminum metal ● bromine: pesticides, water treatment | <p>G.1.4.10 Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).</p> |
| <p>G.1.K.10 Discuss the needs of people during natural and human-made disasters.</p> | <p>G.1.1.10 Identify ways to help people who are going through natural and human-made disasters.</p> | <p>■ G.1.2.11 Investigate ways natural and human-made disasters affect people locally, nationally, and globally.</p> | <p>G.1.3.11 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., war and natural disasters affecting food supply).</p> | <p>■ G.1.4.11 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters.</p> |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

History

H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.

Chronology, Change over time, Contextualization

Knowledge and Skill Performance Expectations

| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
|--|---|---|--|---|
| <p>H.1.K.1 Discuss a sequence of events using chronological terms such as first, next, last, before, after.</p> <p>Sequence of events may include:</p> <ul style="list-style-type: none"> Daily classroom activities Significant events in students' lives Typical day in the life of the student | <p>■ H.1.1.1 Explain similarities and differences of everyday life in different times using chronological terms.</p> <p>This may include:</p> <ul style="list-style-type: none"> Daily tasks Food Clothing Transportation Communication Recreation Celebrations | <p>H.1.2.1 Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts.</p> <p>Events may include:</p> <ul style="list-style-type: none"> Founding of the town Development of schools or businesses Election of local and county leaders | <p>■ H.1.3.1 Create historical narratives using chronological sequences of events across Arkansas and/or the world.</p> <p>Events may include:</p> <ul style="list-style-type: none"> Formation of the thirteen colonies* Founding of the United States in 1776 Arkansas statehood Louisiana Purchase* Civil War Emancipation Proclamation* Gettysburg Address* Invention of the lightbulb Human mastery of flight Declaration of Human Rights Formation of the United Nations Discovery of DNA | <p>■ H.1.4.1 Create historical narratives using chronological sequences of related events in Arkansas and/or the world.</p> <ul style="list-style-type: none"> Trail of Tears* and the Indian Removal Act* Arkansas Suffrage Movement and the 19th Amendment Civil Rights Movement* Brown vs. the Board of Education* and Little Rock Nine* |

Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

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| <p>H.1.K.2 Develop a timeline to sequence significant events in students' lives.</p> | <p>H.1.1.2 Create timelines to sequence events from different times using chronological terms.</p> | <p>■ H.1.2.2 Create timelines to understand the development of a community or region including its founding and growth.</p> | <p>■ H.1.3.2 Explain the historical significance of people and events using timelines.</p> <p>People and events may include:</p> <ul style="list-style-type: none"> ● Historical Arkansans: Colonel Faulkner, Hattie Caraway*, Bill Clinton* ● Historical Americans: George Washington*, Thomas Jefferson, Harriet Tubman, Dr. Martin Luther King, Jr. ● Historical events: the Boston Tea Party*, American Revolution*, Civil War*, Reconstruction* | <p>■ H.1.4.2 Interpret timelines to show relationships among people, events, and movements in Arkansas and/or the world between 1850-1880:</p> <ul style="list-style-type: none"> ● In U.S. history, national expansion and reform, pioneer life*, slavery* ● In Arkansas history, The Arkansas Traveler |
| <p>H.1.K.3 Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).</p> | <p>■ H.1.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).</p> | <p>■ H.1.2.3 Compare life in a community past and present using maps, photographs, news stories, artifacts, or interviews (e.g., transportation, communication, recreation, jobs, housing).</p> | <p>■ H.1.3.3 Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).</p> | <p>■ H.1.4.3 Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).</p> |

Grades K-4
Social Studies Academic Standards & Disciplinary Concepts

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| <p>H.1.K.4 Recognize historic figures and other people who have made an impact on history.</p> | <p>H.1.1.4 Retell stories of historical events, American legends, and people who played a role in history</p> <p>This may include:</p> <ul style="list-style-type: none"> ● Pocahontas ● Sacagawea ● Lewis and Clark* ● Hernando de Soto* ● Henri de Tonti* ● Paul Revere* ● Benjamin Franklin ● Booker T. Washington ● Frederick Douglass* | <p>■ H.1.2.4 Investigate ways individuals, groups, and events have shaped a community.</p> | <p>■ H.1.3.4 Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United States and Arkansas</p> <ul style="list-style-type: none"> ● Indigenous peoples such as the Caddo*, Quapaw*, Osage*, and Cherokee* ● Harriet Tubman* ● Clara Barton ● Rosa Parks* ● Eleanor Roosevelt* ● Dr. Martin Luther King, Jr.* | <p>■ H.1.4.4 Analyze the impact of individuals and events on the past, present, and future</p> <ul style="list-style-type: none"> ● Thomas Jefferson* ● Alexander Hamilton* ● Thomas Paine* ● James and Dolley Madison* ● Abraham Lincoln* ● Role of women such as Mary Jackson, Katherine Johnson, and Dorothy Vaughan in STEM careers) |
| <p>H.1.K.5 Identify the purpose of national holidays and describe the people or events celebrated.</p> <ul style="list-style-type: none"> ● Independence Day ● Thanksgiving ● Memorial Day ● Dr. Martin Luther King, Jr. Day ● President's Day ● Veteran's Day | <p>H.1.1.5 Explain the significance of national holidays and the achievement of people associated with them.</p> | <p>■ H.1.2.5 Explain state and national historical symbols and landmarks and the people and events associated with them.</p> | <p>■ H.1.3.5 Investigate relationships of state and national symbols, holidays, and historic places to historical events.</p> <ul style="list-style-type: none"> ● Liberty Bell ● Fourth of July ● Daisy Bates Day ● Little Rock Nine ● Little Rock Central High School | <p>■ H.1.4.5 Reference historic places and national parks to guide inquiry about history.</p> <ul style="list-style-type: none"> ● Toltec Mounds ● Hot Springs National Park ● Ouachita National Forest |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

| History | | | | |
|---|--|---|--|---|
| H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence. | | | | |
| Perspective, Evidence, Causation | | | | |
| Knowledge and Skill Performance Expectations | | | | |
| Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 |
| H.1.K.6 Identify the different points of view represented in a single historical event. | H.1.1.6 Discuss different accounts of the same historical event. | ■ H.1.2.6 Compare and contrast different accounts of the same historical event. | ■ H.1.3.6 Identify and explain multiple perspectives in historical narratives. | ■ H.1.4.6 Describe how perspectives of different individuals and groups shaped the historical sources they created. |
| | | | | ■ H.1.4.7 Identify reasons that individuals and groups developed differing perspectives during the same historical period. |
| ■ H.1.K.7 Describe materials and methods that allow people to learn about the past (e.g., photos, artifacts, diaries, oral history, stories). | ■ H.1.1.7 Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history). | ■ H.1.2.7 Sort or categorize information from different sources to answer a compelling question about a significant historical event or person from Arkansas or the United States. | ■ H.1.3.7 Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources. | ■ H.1.4.8 Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources. |

**Grades K-4
Social Studies Academic Standards & Disciplinary Concepts**

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|---|--|---|--|---|
| <p>H.1.K.8 Compare the differences in sources of information from the present and the past (e.g., telegraph, pony express, newspaper, telephone, TV, Internet).</p> | <p>H.1.1.8 Identify ways that a historian can determine the time, place, and credibility of a source (e.g., publication date, author, place of origin, accuracy of facts).</p> | <p>H.1.2.8 Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).</p> | <p>H.1.3.8 Discuss the intended audience and purpose of primary and secondary sources.</p> | <p>H.1.4.9 Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).</p> |
| <p>H.1.K.6 Identify the different points of view represented in a single historical event.</p> | <p>H.1.1.6 Discuss different accounts of the same historical event.</p> | <p>■ H.1.2.6 Compare and contrast different accounts of the same historical event.</p> | <p>■ H.1.3.6 Identify and explain multiple perspectives in historical narratives.</p> | <p>■ H.1.4.6 Describe how perspectives of different individuals and groups shaped the historical sources they created.</p> |
| | | | | <p>■ H.1.4.7 Identify reasons that individuals and groups developed differing perspectives during the same historical period.</p> |

Grade 5
World Geography

Social Studies
Academic Standards

Revised 2022

Grade 5 Social Studies Academic Standards & Disciplinary Concepts

Course Focus and Content

Grade 5 Social Studies supports students' growth in spatial thinking and understanding global issues as interdependent in nature. Students will develop geographic skills within these standards as they progress through major units of study. Teachers may choose to organize these units in a regional or thematic structure. Students gain a deeper understanding of concepts when they are given the opportunity to explore examples of those concepts in places and regions around the world. This course lends itself to students examining global issues through case studies of countries and regions. Geography requires using spatial thinking, asking and answering questions about global interconnections and spatial patterns, and applying geographic skills and tools. Creating maps supports students' ability to synthesize information from a variety of sources. Through this course, students will be able to recognize and understand spatial patterns and relationships.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
- A.C.A. § 1-5-114. Juneteenth Independence Day.
- A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.
- A.C.A. § 6-16-101. Celebrate Freedom Week.
- A.C.A. § 6-16-105. United States Flag.
- A.C.A. § 6-16-106. Arkansas Flag.
- A.C.A. § 6-16-107. Patriotic Observances Generally.
- A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.
- A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.
- A.C.A. § 6-16-121. African-American History – Teaching materials.
- A.C.A. § 6-16-122. American Heritage.
- A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.
- A.C.A. § 6-16-154. Holocaust Education.
- A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.
- A.C.A. § 6-17-703. Arkansas History Professional Development.

Teacher Note: Not all state statutes apply to the current grade level content.

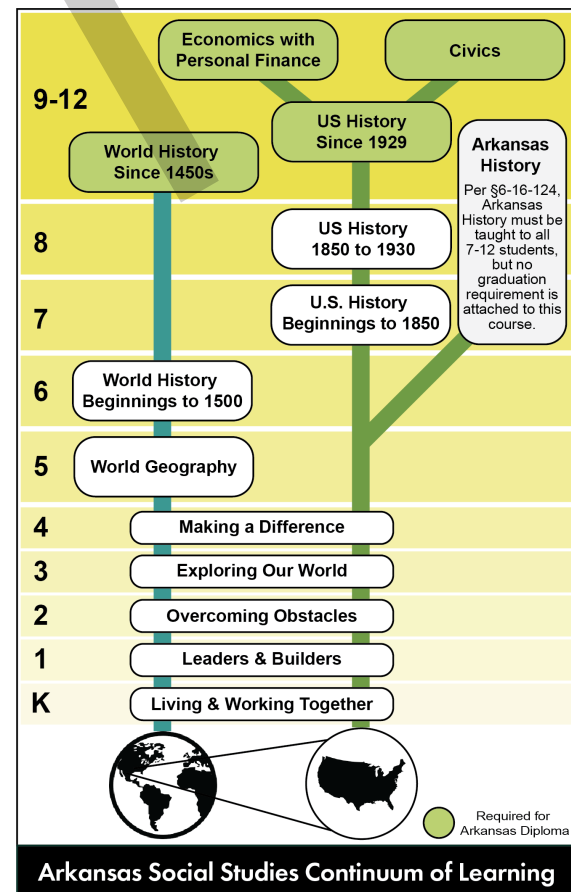



Figure 1

Grade 5 Social Studies Academic Standards & Disciplinary Concepts

Skills and Application

In Grade 5, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *Grade 5 Social Studies is required by the Standards for Accreditation.*

Nomenclature Explained



icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

"C.1" indicates the first civics disciplinary standard

"2" specifies that it is an expectation for 2nd grade

"3" indicates which knowledge or skill performance expectation

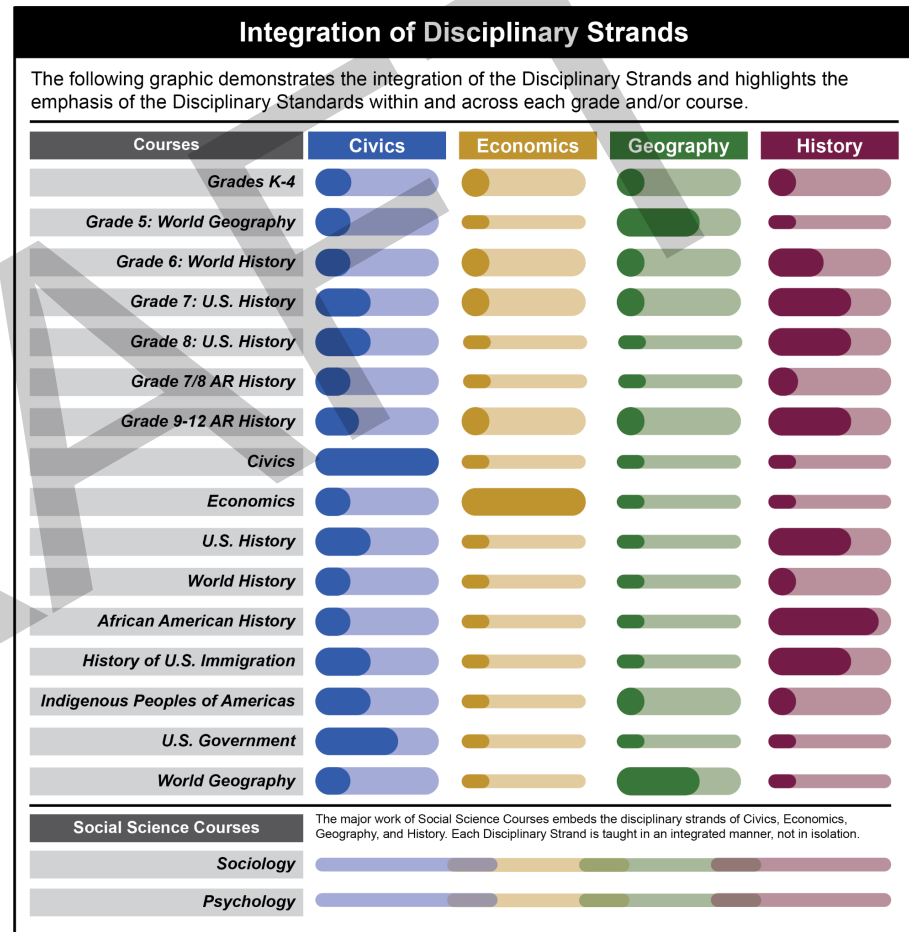
Standard

Grade or Course

KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



Grade 5 Social Studies Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

| Dimension 1 Developing Questions and Planning Inquiries | Dimension 3 Evaluating Sources and Using Evidence | Dimension 4 Communicating Conclusions and Taking Informed Action |
|---|--|--|
| <ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view | <ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations | <ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes |

| Dimension 2 ¹ Applying Disciplinary Concepts and Tools | | | | |
|--|--|---|---|---|
| Civics | Economics | Geography | History | Social Sciences |
| <ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws | <ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy | <ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> | <ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation | <ul style="list-style-type: none"> • Psychology • Sociology |

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

| K-12 Disciplinary Standards Overview | | | |
|---|---|---|---|
| Civics | Economics | Geography | History |
| <p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p> | <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p> | <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p> | <p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> |

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

| Disciplinary Strand | Disciplinary Standard |
|--------------------------------|--|
| Disciplinary Component | <ul style="list-style-type: none"> Grade or Course Specific Components |
| Geography | G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future. |
| World in Spatial Terms | <ul style="list-style-type: none"> Geographic Representations Spatial Patterns and Movement Geographic Skills |
| Geography | G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures. |
| Human Systems | <ul style="list-style-type: none"> Change Over Time Geographic Impact Cultural Interconnectedness |
| Geography | G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources. |
| Environment and Society | <ul style="list-style-type: none"> Human Impact on the Environment |

**Grade 5
Social Studies Academic Standards & Disciplinary Concepts**

Disciplinary Note

The major work of the Grade 5 World Geography course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

Teacher Note: Concepts of the Civics, Economic, and History strands are implicitly addressed in the embedded KPEs and SPEs.

| Civics | Economics | History |
|--|--|---|
| <ul style="list-style-type: none"> ● Civic and Political Institutions ● Participation and Deliberation ● Processes, Rules, and Laws | <ul style="list-style-type: none"> ● Economic Decision-Making ● Exchange and Markets ● Growth and Stability ● The National Economy ● The Global Economy | <ul style="list-style-type: none"> ● Change, Continuity, and Context ● Perspectives ● Historical Sources and Evidence ● Causation and Argumentation |

DRAFT

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

| |
|---|
| Disciplinary Strand |
| Disciplinary Standard |
| Disciplinary Component |
| Grade |
| Knowledge and Skill Performance Expectation |

| |
|--|
| Geography |
| G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future. |
| World in Spatial Terms |
| <ul style="list-style-type: none"> Geographic Representations |
| Knowledge and Skill Performance Expectations |
| Grade 5 |
| <p>■ G.2.5.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags and evaluate the significance of a flag in symbolizing nationalities and boundaries around the world.</p> |
| <p>■ G.2.5.2 Critique the characteristics and functions of various maps, graphs, and other geographic tools to understand spatial information about different states, places, and regions (e.g., traditional maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems).</p> |
| <p>G.2.5.3 Collect geographic data to explain a pattern or phenomenon or to ask or answer a geographic question (e.g., surveys, population density, physical boundaries)</p> |
| <p>■ G.2.5.4 Research how environmental characteristics have impacted the culture of states, places, and regions over time. This may include seafaring/trading in coastal communities, farming cultures in river valleys, and nomadic cultures in arid climates.</p> |

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

| |
|---|
| Geography |
| G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future. |
| World in Spatial Terms <ul style="list-style-type: none">Spatial Patterns and Movement |
| Knowledge and Skill Performance Expectations |
| Grade 5 |
| G.2.5.5 Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments. This may include maps, charts, and graphs. |
| ■ G.2.5.6 Compare and contrast the combinations of physical and human characteristics that make places and regions similar and different. This may include water systems, topography, natural resources, culture, language, religious beliefs, and population density. |
| ■ G.2.5.7 Analyze perceptions people have of places and regions around the world, including Arkansas, based on direct experiences (e.g., place of residence, travel) and indirect experiences (e.g., media, books, family, friends) and support or challenge those perceptions using evidence. |

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future.

World in Spatial Terms

- **Geographic Skills**

Knowledge and Skill Performance Expectations

Grade 5

G.2.5.8
Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).

■ **G.2.5.9**
Explain the influence of geography on current events and issues and future planning using maps, charts, and available geospatial technologies.

Teacher Note: Example current geography issues may include population growth in northwest Arkansas, economic development in central Arkansas, and use of natural resources in south Arkansas.

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.

Human Systems

- **Change Over Time**

Knowledge and Skill Performance Expectations

Grade 5

■ G.3.5.1

Interpret demographic data (e.g., population pyramids) to explain variations of populations in different states, places, and regions.

■ G.3.5.2

Investigate and draw conclusions about the causes for migration in and out of a region (i.e., push-pull factors) and the impact that migration has on a region.

G.3.5.3

Identify how natural disasters and other environmental changes have influenced the responses, laws, and/or decisions of political leaders in a region.

Teacher Note: Examples may include hurricane-prone areas, floodplains, and desert regions (e.g., Lake Mead)

G.3.5.4

Research the characteristics of various world regions and cultures:

- Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)
- Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.

Human Systems

- **Geographic Impact**

Knowledge and Skill Performance Expectations

Grade 5

G.3.5.5

Describe the different types of economic activities supported by natural resources within a region.

Teacher Note: Different regions of Arkansas with their natural resources may include:

- Arkansas River Valley (e.g., agriculture, coal, natural gas, water)
- Crowley's Ridge (e.g., agriculture)
- Mississippi Alluvial Plain (Delta) (e.g., agriculture, waterfowl, fish)
- Ouachita Mountains (e.g., thermal springs, timber, quartz)
- Ozark Mountains (e.g., minerals, natural gas)
- West Gulf Coastal Plain (Timberlands) (e.g., bromine, diamonds, timber, bauxite, oil, wild game)

G.3.5.6

Compare advantages and disadvantages of one location over another for access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship).

G.3.5.7

Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global.

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.

Human Systems

- **Cultural Interconnectedness**

Knowledge and Skill Performance Expectations

Grade 5

■ G.3.5.8

Examine physical and human characteristics that influence the division and control of the Earth's surface:

- Resources
- Land use
- Ethnicity
- National identities
- Natural land barriers (e.g., mountains, rivers, valleys)
- Military
- Politics

G.3.5.9

Explain levels of cooperation among people in various places and regions who solve human and environmental issues.

■ G.3.5.10

Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.

Grade 5
Social Studies Academic Standards & Disciplinary Concepts

| |
|--|
| Geography |
| G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources. |
| Environment and Society <ul style="list-style-type: none">• Human Impact on the Environment |
| Knowledge and Skill Performance Expectations |
| Grade 5 |
| ■ G.4.5.1 Examine ways people and cultures depend on, adapt to, and interact with the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication). |
| ■ G.4.5.2 Analyze positive and negative consequences of human changes on the physical environment and its effects on other places or regions. This may include forest and land management, mining, flood control, and agriculture. |
| G.4.5.3 Research and evaluate the impact globalization has on states, nations, and regions, including free trade, outsourcing, multinational corporations, and international supply chains. |
| ■ G.4.5.4 Evaluate the impact that resource scarcity has on a region. This may include lack of clean drinking water, land scarcity, labor shortage, and supply chain shortages. |
| ■ G.4.5.5 Critique various sustainability practices humans use to preserve resources and minimize environmental impact. This may include forest management (e.g., controlled burns), flood control (e.g., river levees, artificial lakes), use of alternative forms of energy (e.g., wind, solar, nuclear), modern agricultural techniques (e.g., organic farming, hydroponics, no-till farming). |
| G.4.5.6 Evaluate the <i>sustainability</i> of resources achieved through civic actions. |

Grade 6

World History Era 1: Beginnings of Civilizations
through Era 5: 1500 C.E.

Social Studies Academic Standards

Revised 2022

Grade 6 Social Studies Academic Standards & Disciplinary Concepts

Course Focus and Content

Grade 6 Social Studies builds on the foundational knowledge of civics, economics, geography, and history, gained in Grades K-5. Social studies skills move from basic to more sophisticated and are used in combination to access and comprehend social studies content. Students develop foundational knowledge regarding patterns of change over time and ways people view, construct, and interpret history. The Grade 6 history strand focuses on World History from the beginnings through the middle of the first millennium. The history strand in Grade 6 is organized chronologically using the Eras and time periods from the National Center for History in the Schools (NCHS). The civics, economics, and geography strands correlate to the historic eras.

Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

Related Laws for Social Studies

- A.C.A. § 1-5-109. Prisoners of War Remembrance Day.
- A.C.A. § 1-5-112. POW/MIA Recognition Day.
- A.C.A. § 1-5-113. Native American Heritage Week.
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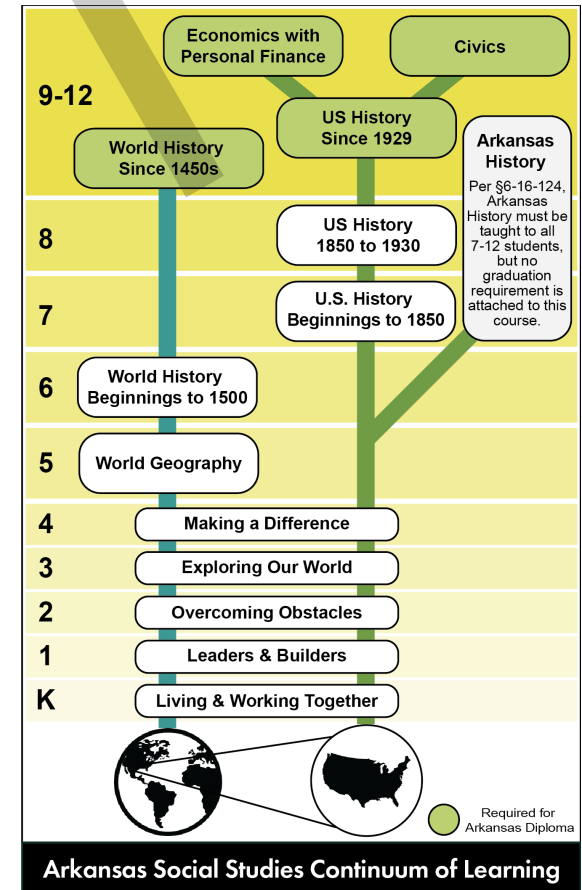


Figure 1

Social Studies Academic Standards & Disciplinary Concepts

Skills and Application

In Grades 5-6, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. *Grade 6 Social Studies is required by the Standards for Accreditation.*

Nomenclature Explained

icon indicates KPEs or SPEs that focus on topics in K-6 which relate to Arkansas and may be used to fulfill A.C.A. § 6-16-124

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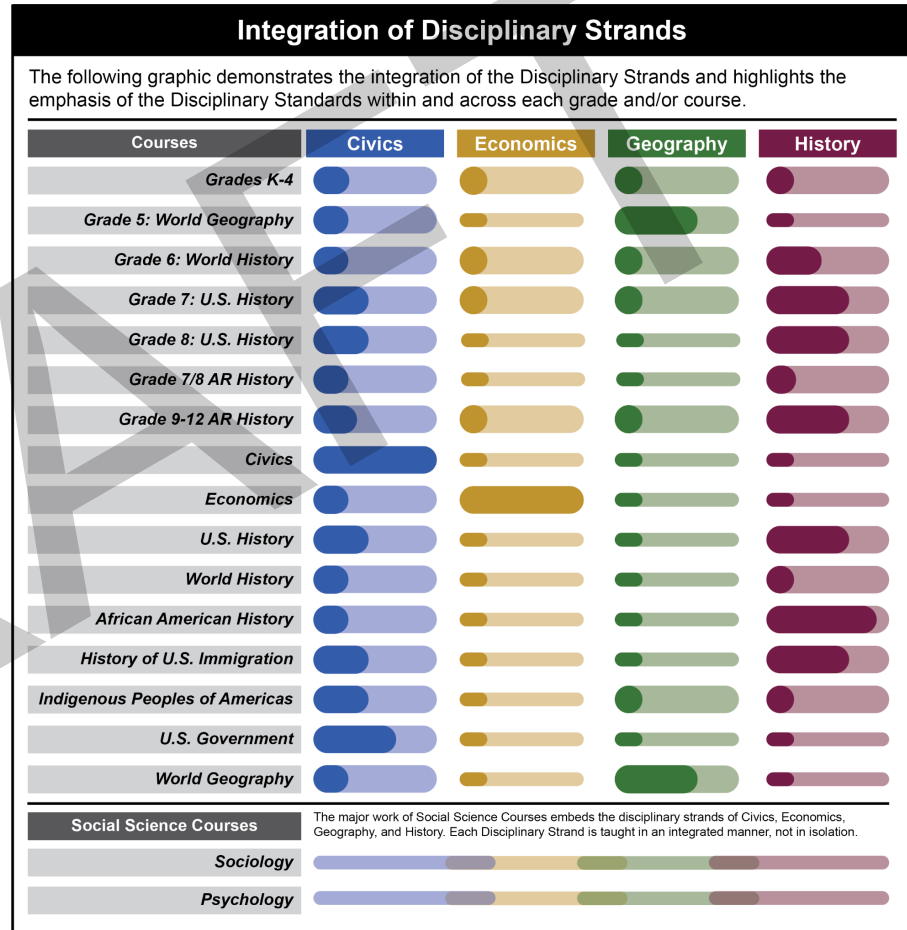
"3" indicates which knowledge or skill performance expectation

C.1.2.3

Standard
Grade or Course
KPE or SPE

Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.



Grade 6
Social Studies Academic Standards & Disciplinary Concepts

The College, Career, and Civic Life C3 Framework for Social Studies State Standards

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills.
- **Dimension 2** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

| Dimension 1 Developing Questions and Planning Inquiries | Dimension 3 Evaluating Sources and Using Evidence | Dimension 4 Communicating Conclusions and Taking Informed Action |
|---|--|--|
| <ol style="list-style-type: none"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view | <ol style="list-style-type: none"> 4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations | <ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes |

| Dimension 2 ¹ Applying Disciplinary Concepts and Tools | | | | |
|--|--|---|---|---|
| Civics | Economics | Geography | History | Social Sciences |
| <ul style="list-style-type: none"> ● Civic and Political Institutions ● Participation and Deliberation ● Processes, Rules, and Laws | <ul style="list-style-type: none"> ● Economic Decision-Making ● Exchange and Markets ● Growth and Stability ● The National Economy ● The Global Economy | <ul style="list-style-type: none"> ● Geographic Representations: <i>Spatial Views of the World</i> ● Human-Environment Interaction: <i>Place, Regions, and Culture</i> ● Human Populations: <i>Spatial Patterns and Movements</i> ● Global Interconnections: <i>Global Spatial Patterns</i> | <ul style="list-style-type: none"> ● Change, Continuity, and Context ● Perspectives ● Historical Sources and Evidence ● Causation and Argumentation | <ul style="list-style-type: none"> ● Psychology ● Sociology |

¹ Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

K-12 Disciplinary Standards Overview

| Civics | Economics | Geography | History |
|---|---|---|---|
| <p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p> | <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p> | <p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p> | <p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

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| Disciplinary Strand | Disciplinary Standard |
| Disciplinary Component | <ul style="list-style-type: none"> Grade or Course Specific Components |

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| Civics | <p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p style="text-align: center;">Government Influences on Civilizations</p> |
| Civic and Political Institutions | <ul style="list-style-type: none"> Origins and impacts of historical documents |
| Participation and Deliberation | <ul style="list-style-type: none"> Civic virtue and social responsibility |
| Processes, Rules, and Laws | <ul style="list-style-type: none"> Function of policies in society |

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| Economics | <p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p style="text-align: center;">Economic Influences on Civilizations</p> |
| Economic Decision-Making | <ul style="list-style-type: none"> Role of economics in emerging societies |
| Exchange and Markets | <ul style="list-style-type: none"> Economic concepts in ancient civilizations |
| Growth and Stability | <ul style="list-style-type: none"> Economic impact of war |
| Global Economy | <ul style="list-style-type: none"> Development of currency |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

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| Geography | G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions. |
| | Geographical Influences on Civilizations |
| Geographic Representations | <ul style="list-style-type: none"> • Environmental characteristics of various places |
| Human-Environment Interaction | <ul style="list-style-type: none"> • Climate and environmental factors |
| Spatial Patterns and Movement | <ul style="list-style-type: none"> • Patterns of development |
| Global Interconnections | <ul style="list-style-type: none"> • People within civilizations |

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| History | H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world. |
| | World History Beginnings of Civilizations Through 1500 C.E. (World Era 1 through World Era 5) |
| World Era 1: Beginnings to 4000 B.C.E. | <ul style="list-style-type: none"> • Beginnings of Human Civilization (WE1) |
| World Era 2: 4000-1000 B.C.E. | <ul style="list-style-type: none"> • Early Civilizations (WE2) |
| World Era 3: 1000 B.C.E.-300 C.E. | <ul style="list-style-type: none"> • Classical Traditions, Major Religions, and Giant Empires (WE3) |
| World Era 4: 300 C.E.-1000 C.E. | <ul style="list-style-type: none"> • Expanding Zones of Exchange and Encounter (WE4) |
| World Era 5: 1000 C.E.-1500 C.E. | <ul style="list-style-type: none"> • Global Interactions (WE5) |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

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| Disciplinary Strand |
| Disciplinary Standard |
| Disciplinary Component |
| Grade |
| Knowledge and Skill Performance Expectation |

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| Civics |
| C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. |
| Civic and Political Institutions |
| Knowledge and Skill Performance Expectations |
| Grade 6 |
| <p>C.1.6.1 Research origins, purposes, and structures of government citing primary and secondary sources:</p> <ul style="list-style-type: none"> ● Origins (e.g., Code of Hammurabi, Jewish Torah, Mandate of Heaven, Justinian Code, Twelve Tables, Magna Carta) ● Purposes (e.g., belief systems, resource allocation) ● Structures (e.g., patriarchal, matriarchal, tribal, city-state, national) |
| <p>■ C.1.6.2 Compare the structure of leadership/government and functions of civilizations in different times and places (e.g., patriarchal, matriarchal, tribal, city-state, national).</p> |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

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| Civics |
| C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. |
| Participation and Deliberation |
| Knowledge and Skill Performance Expectations |
| Grade 6 |
| C.1.6.3 Compare ways in which various civilizations foster social responsibility and civic virtues. |
| ■ C.1.6.4 Demonstrate proper etiquette for interacting with the Arkansas and American flags while analyzing the role of flags and symbols in world history. |
| ■ C.1.6.5 Compare rights, responsibilities, and privileges of individuals in various societies to 1500 C.E. |

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| Civics |
| C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended. |
| Process, Rules, and Laws |
| Knowledge and Skill Performance Expectations |
| Grade 6 |
| ■ C.1.6.6 Evaluate the function and effects of rules, laws and treaties on civilizations by using historical documents. This may include the Code of Hammurabi, the Torah, the Twelve Tables, Law of Manu, Ancient Mayan law, Tang Code, and Justinian Code. |
| C.1.6.7 Analyze the impact of rules and laws on society and reasons people change rules and laws over time. |
| C.1.6.8 Explain the development of policies to address public problems in various civilizations over time. |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Economics

E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.

Economic Decision-Making

Knowledge and Skill Performance Expectations

Grade 6

- E.1.6.1
Examine ways trade-offs have allowed civilizations to get the most out of scarce resources.
- E.1.6.2
Analyze historical developments in various regions across the world using models of economic decision-making. Historical developments may include nomadic vs. agrarian, invasions, bartering, and trade.

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Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Economics

E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.

Exchange and Markets

Knowledge and Skill Performance Expectations

Grade 6

E.1.6.3
Demonstrate how the division of labor and specialization led to the development of civilizations. This may include the increased productivity and quality of life civilizations experienced as they transitioned out of hunter-gatherer clusters and into agrarian, pastoral, and even feudal societies in which highly specialized skills could be developed, including artisans, cultivators, educators, and warriors.

E.1.6.4
Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations (e.g., caravans, public works projects, Silk Road, trade routes).

E.1.6.5
Compare effects of supply and demand on early markets.

E.1.6.6
Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism).

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

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| Economics |
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. |
| Growth and Stability |
| Knowledge and Skill Performance Expectations |
| Grade 6 |
| E.1.6.7 Sequence the development of currency as a medium of exchange (i.e., barter > trade > progression of currency). |
| E.1.6.8 Evaluate the economic impact of war and conflict on societies and civilizations such as siege, reduction of labor, and spread of disease. |

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| Economics |
| E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy. |
| Global Economy |
| Knowledge and Skill Performance Expectations |
| Grade 6 |
| E.1.6.9 Identify barriers to trade and their impact on civilizations such as war/conflict, infrastructure, lack of technology, and geographic limitations. |

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

Geographic Representations

Knowledge and Skill Performance Expectations

Grade 6

■ G.1.6.1
Analyze the locations and environmental and cultural characteristics of various societies using maps, globes, and other geographic tools.

G.1.6.2
Explain relationships between physical and human characteristics in various places using a variety of geographic tools such as maps, charts, and graphs.

■ G.1.6.3
Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions.

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Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

Human-Environment Interaction

Knowledge and Skill Performance Expectations


Grade 6

G.1.6.4

Analyze effects of human-generated changes on the physical environment in various places and regions over time such as large building projects, canals, irrigation, farming, and deforestation.

G.1.6.5

Analyze ways cultural characteristics influenced population distribution in various civilizations. This may include Greek city-states, Phoenecian colonies and trade cities, and Chinese agrarian society.

 G.1.6.6

Analyze ways climate and environmental characteristics influenced where groups lived and how the groups adjusted to the environment in various civilizations.

Teacher Note: This may include:

- Presence of rivers in India → large civilizations with agricultural and trade economy
- Arid landscape of Arabia and North Africa → nomadic societies
- Large bodies of water next to Phoenicia → seafaring societies

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

Spatial Patterns and Movement

Knowledge and Skill Performance Expectations

Grade 6

G.1.6.7

Analyze relationships between human settlements and movements and the location and use of natural resources in various regions.

G.1.6.8

Determine how environmental and cultural characteristics affected the distribution and movement of people, goods, and ideas in various regions of the world.

G.1.6.9

Evaluate the impact of major population shifts in various eras and regions.

Teacher Note: This may include:

- Bantu migration
- Urbanization
- Cultural diffusion
- Diaspora

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

Geography

G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

Global Interconnections

Knowledge and Skill Performance Expectations

Grade 6

G.1.6.10

Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

Teacher Note: This may include:

- Silk Road
- Caravans
- Inca trade system

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Grade 6
Social Studies Academic Standards & Disciplinary Concepts

History - World History Beginnings of Civilizations Through 1500 C.E.

H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 1: Beginnings of Human Civilization to 4000 B.C.E., Beginnings of Human Civilization

Knowledge and Skill Performance Expectations

Grade 6

World Era 1

■ H.2.6.1

Compare the characteristics of hunter-gatherer and agrarian societies. This may include tools, shelter, diet, use of fire, cave paintings, artifacts, clothing, rituals, daily life, gender roles.

H.2.6.2

Construct arguments about lasting achievements of early civilizations.

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Grade 6
Social Studies Academic Standards & Disciplinary Concepts

History - World History Beginnings of Civilizations Through 1500 C.E.

H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 2: 4000-1000 B.C.E., Early Civilizations

Knowledge and Skill Performance Expectations

Grade 6

World Era 2

H.2.6.3

Evaluate the characteristics necessary for a civilization:

- Government/leadership structure
- Culture (e.g., religion/beliefs, accepted practices/traditions)
- Specialization of labor
- Mastery of food supply
- Technology
- Economic systems
- Education
- Communication systems (e.g., spoken language, alphabetic and/or numeric systems, hieroglyphics, illustrations)

H.2.6.4

Compare characteristics, contributions, and achievements of early river valley civilizations:

- Mesopotamia
- Egypt
- Indus River Valley
- China

H.2.6.5

Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations (e.g., chariot transport, warfare, invaders).

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

History - World History Beginnings of Civilizations Through 1500 C.E.

H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 3: 1000 B.C.E.-300 C.E., Classical Traditions, Major Religions, and Giant Empires

Knowledge and Skill Performance Expectations

Grade 6

World Era 3

H.2.6.6

Compare reasons for the rise and decline of major empires and civilizations:

- Egypt
- Babylonia
- Kingdom of Kush
- Mali Empire
- Greece
- Gupta
- China (Han)
- Rome
- Mayan Empire

H.2.6.7

Explain the significance and lasting effects of contributions made by major empires and civilizations of the world such as the concept of zero, crossbow, architecture, government, and calendar.

H.2.6.8

Examine causes and effects of conflict within and among the major empires (e.g., Persian War, Punic Wars, Greek city-states).

H.2.6.9

Examine key concepts and influences of major belief systems on societies:

- Buddhism
- Christianity
- Confucianism
- Hinduism
- Judaism

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

History - World History Beginnings of Civilizations Through 1500 C.E.

H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 4: 300 C.E.-1000 C.E., Expanding Zones of Exchange and Encounter

Knowledge and Skill Performance Expectations

Grade 6

World Era 4

H.2.6.10

Analyze the contributions of major empires and civilizations of the world. This may include the decimal, art, literature, architecture, law, fables, and proverbs (e.g., Aesop, Confucius, and Ancient Hebrews) of major world civilizations:

- African kingdoms and empires
- Middle Eastern and Muslim Empires
- European kingdoms and empires
- East Asian empires and dynasties

H.2.6.11

Examine causes and effects of conflict within and among the major empires and civilizations. This may include the fall of the Roman Empire, Byzantine Empire, Mongol Empire, Songhai Empire, and Maya civilization.

H.2.6.12

Evaluate how the fall of the Roman Empire affected Europe:

- Loss of a centralized power (i.e. power vacuum)
- Rise of power of the Roman Catholic Church
- Norse invasions
- Frankish Kingdoms (Charlemagne)

H.2.6.13

Examine key concepts and influences of major belief systems on societies:

- Buddhism
- Christianity
- Confucianism
- Hinduism
- Judaism
- Islam

Grade 6
Social Studies Academic Standards & Disciplinary Concepts

History - World History Beginnings of Civilizations Through 1500 C.E.

H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

World Era 5: 1000 C.E.-1500 C.E., Global Interactions

Knowledge and Skill Performance Expectations

Grade 6

World Era 5

H.2.6.14

Analyze the global influence and impact of the achievements and perspectives of various individuals. This may include Gutenberg, Joan of Arc, Niccolò Machiavelli, Saladin, Sundiata Keita, Mansa Musa, and Genghis Khan.

H.2.6.15

Examine the effects invaders brought to various societies, including disease, famine, and cultural assimilation.

Groups may include:

- Mongols
- Vikings
- Crusaders
- Maya
- Aztecs

H.2.6.16

Analyze effects of cultural interactions and connections on civilizations over time. This may include art, literature, religion, architecture, Zheng He's warships, printing press, Maya calendar, Great Zimbabwe, and technological innovations.

H.2.6.17

Evaluate the impact of disease and war on life within Europe including the Crusades, Feudalism, and Black Death.

■ H.2.6.18

Describe the impact of exploration on civilizations in the Americas:

- Aztec
- Maya
- Inca
- Pre-Columbian societies in Arkansas such as Mississippians, Plum Bayou Culture, and prehistoric Caddo