

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.
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A.C.A. § 6-16-154. Holocaust Education.
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Teacher Note: Not all state statutes apply to the current grade level content.

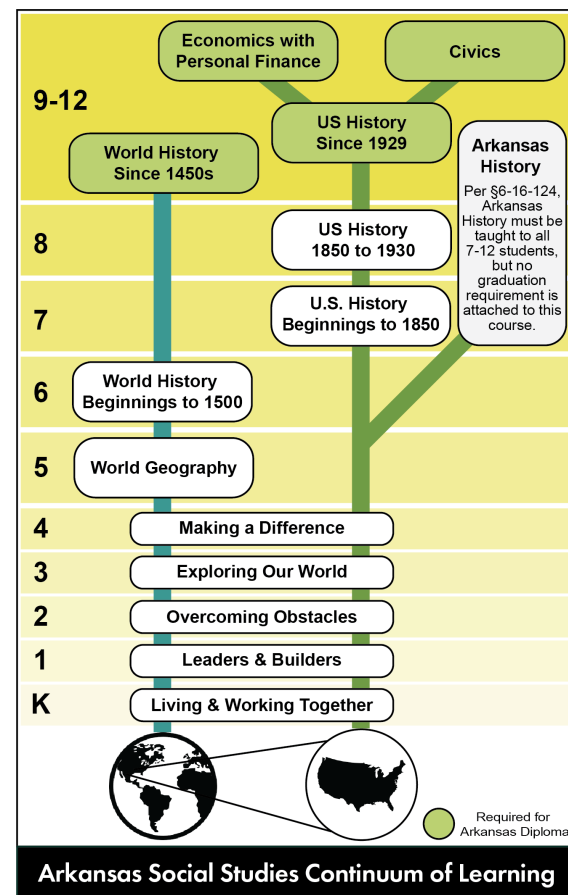


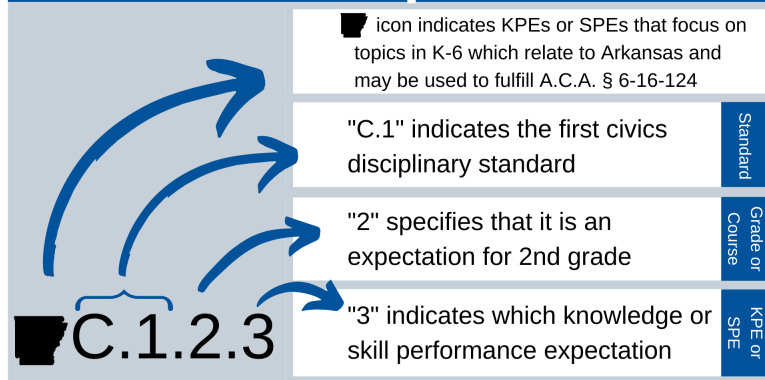
Figure 1

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

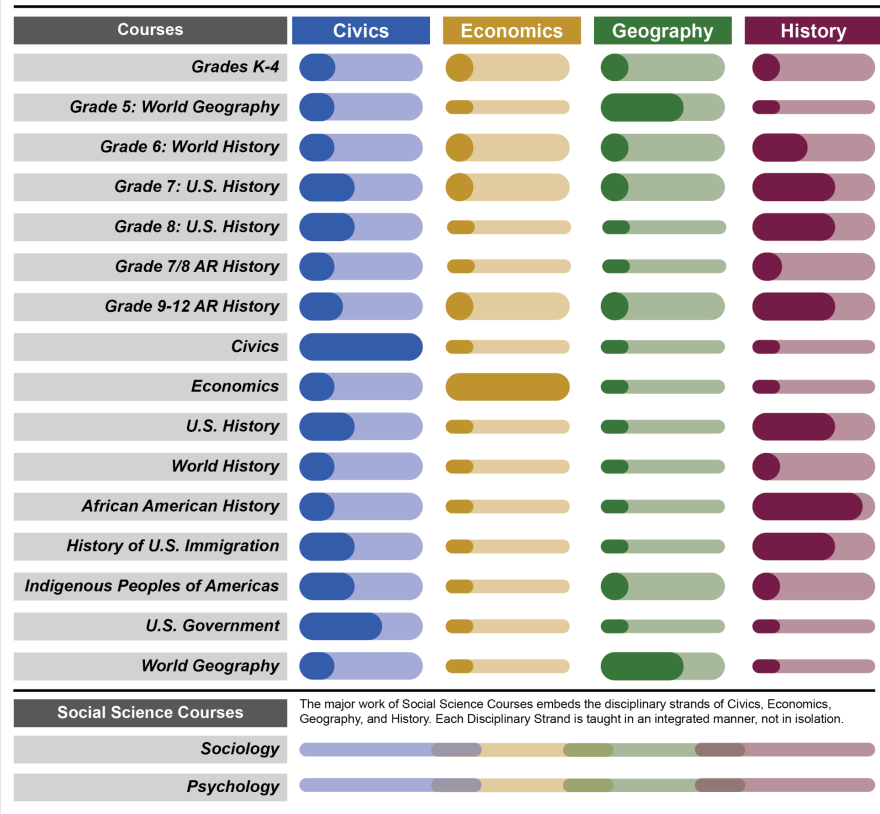


Primary and Secondary Sources and Disciplinary Literacy Standards

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.

Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



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

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


- **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: <ul style="list-style-type: none"> • 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

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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	
<p> G.4.5.1</p> <p>Examine ways people and cultures depend on, adapt to, and interact with the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication).</p>	
<p> G.4.5.2</p> <p>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.</p>	
<p>G.4.5.3</p> <p>Research and evaluate the impact globalization has on states, nations, and regions, including free trade, outsourcing, multinational corporations, and international supply chains.</p>	
<p> G.4.5.4</p> <p>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.</p>	
<p> G.4.5.5</p> <p>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).</p>	
<p>G.4.5.6</p> <p>Evaluate the <i>sustainability</i> of resources achieved through civic actions.</p>	

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

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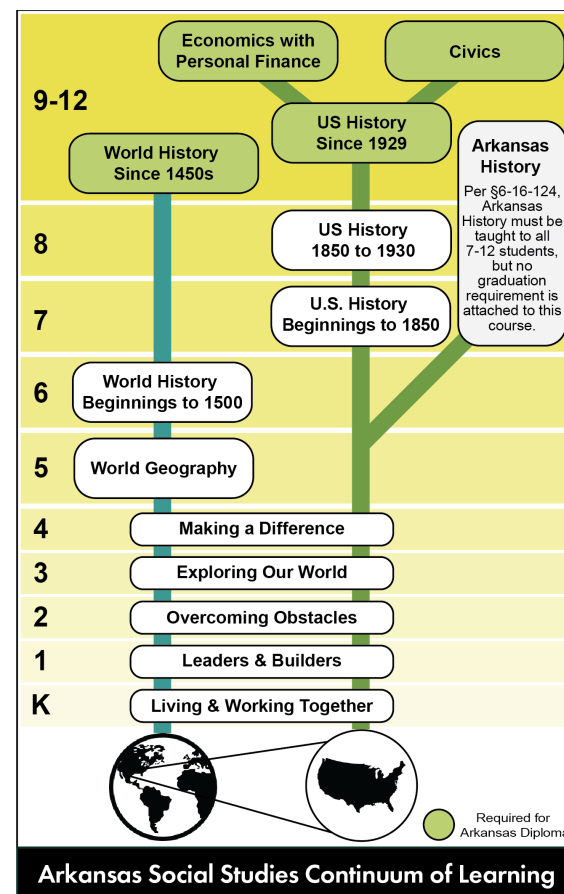


Figure 1

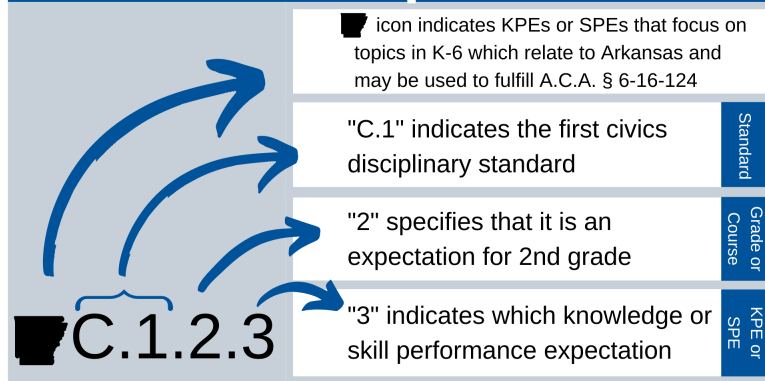
Grade 6

Social Studies Academic Standards & Disciplinary Concepts

Skills and Application

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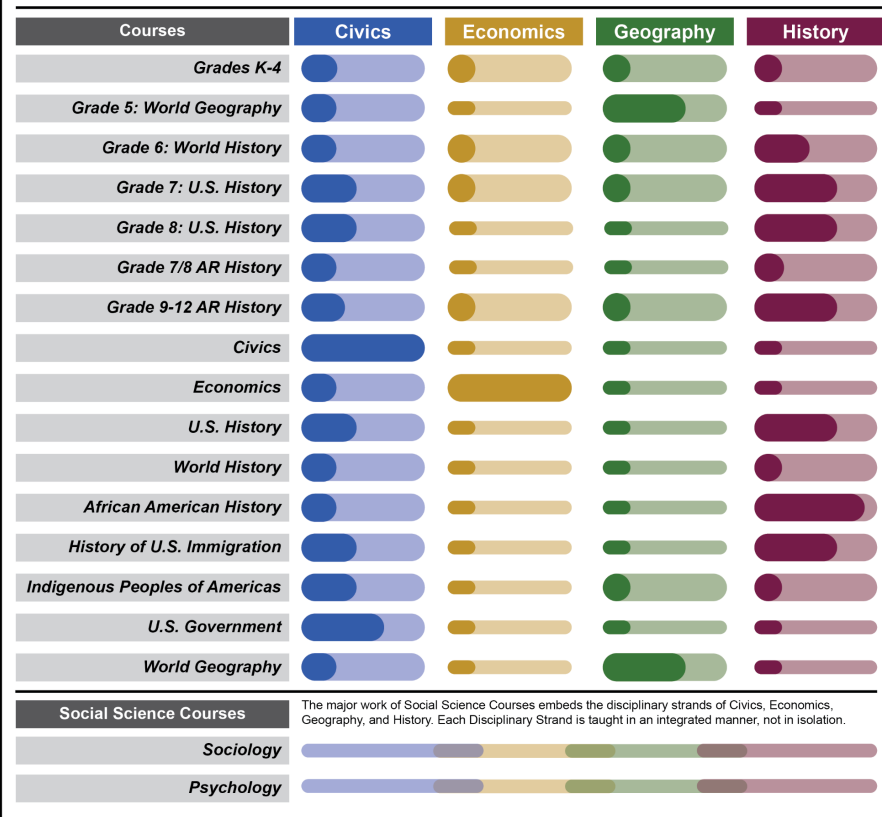


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Dimension 2 ¹ Applying Disciplinary Concepts and Tools				
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Grade 6
Social Studies Academic Standards & Disciplinary Concepts

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

Disciplinary Strand	Disciplinary Standard
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.
	Government Influences on Civilizations
	<ul style="list-style-type: none"> Origins and impacts of historical documents
	<ul style="list-style-type: none"> Civic virtue and social responsibility
	<ul style="list-style-type: none"> Function of policies in society
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 Influences on Civilizations
	<ul style="list-style-type: none"> Role of economics in emerging societies
	<ul style="list-style-type: none"> Economic concepts in ancient civilizations
	<ul style="list-style-type: none"> Economic impact of war
	<ul style="list-style-type: none"> Development of currency

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.
	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



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

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


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</p> <p>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</p> <p>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


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.

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.

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


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.

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.

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none">• 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

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.

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, Niccolo 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