

**Grades 5-6**

**Social Studies  
Curriculum Framework**

**Revised 2014**

## Grades 5-6 Social Studies Curriculum Framework

### Course Focus and Content

Grades 5-6 Social Studies builds on the foundational knowledge of civics/government, economics, geography, and history, gained in Grades K-4. The course strands, content standards, and the student learning expectations (SLEs) are meant to be taught in an integrated manner, not in isolation. 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 5 history strand focuses on U.S. History from the beginnings through the Revolutionary Period; whereas, the Grade 6 history strand focuses on World History from the beginnings through the middle of the first millennium. The history strand in Grades 5-6 is organized chronologically using the Eras and time periods from The National Center for History in the Schools (NCHS). The civics/government, economics, and geography strands correlate to the historic eras.

### 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. Grades 5-6 Social Studies is required by the Standards for Accreditation.

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 Dimensions 1, 3, and 4 of The College, Career, & 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 sets forth the conceptual content, and the alignment to this dimension is embedded in the SLEs.

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	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	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Grades 5-6 Social Studies Curriculum Framework

Strand	Content Standard
Civics/Government	
	1. Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
	2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
	3. Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
Economics	
	4. Economic Decision Making - Students will analyze economic decision making.
	5. Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
	6. Growth and stability - Students will evaluate economic growth and stability.
	7. Global Economy - Students will analyze economic interdependence within a global economy.
Geography	
	8. Geographic Representations - Students will use geographic representations and skills to become geographically informed citizens.
	9. Human Environment Interaction - Students will analyze the interaction between humans and the environment.
	10. Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.
	11. Global Interconnections - Students will compare global places and regions and the connections between them.
History	
*Grade 5 United States History Since 1890 Content Standard 12 begins on page 15	12. United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.
* Grade 6 World History Content Standard 13 begins on page 19	13. World Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. All items in a bulleted list are required to be taught.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Common Core State Standards (CCSS ELA-Literacy alignment) key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1
5. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.3-5 = Dimension 2.History. 1<sup>st</sup> K-12 Pathway.Grades 3-5.
6. Each grade level continues to address earlier SLEs as needed and as they apply to more difficult text.
7. The K-6 strands, content standards, and SLEs are meant to be taught in an integrated manner, not in isolation.
8. The ADE course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

■ This icon indicates Student Learning Expectations that focus on topics in Grades K-6, which relate to Arkansas and may be used to fulfill the requirements of the Arkansas History unit for Grades K-6 as defined in Act 787 of 1997. This framework does not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Curriculum Framework written for the course in Grades 7-8 or the Arkansas History Curriculum Framework for the course in Grades 9-12 to fulfill the one-semester Arkansas History requirement as defined in Act 787 of 1997.






Strand: Civics/Government

Content Standard 1: Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Structure and Function	<p>C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution) D2.Civ.3.3-5</p> <p>C.1.5.2 Examine the three branches of federal and state government including checks and balances and separation of powers D2.Civ.1, 4.3-5 ■</p> <p>C.1.5.3 Explain origins, functions, and structure of different systems of government, including those created by the Arkansas and U.S. Constitutions D2.Civ.5.3-5 ■</p> <p>C.1.5.4 Examine how social organizations and institutions make rules and create responsibilities (e.g., workplace, families) D2.Civ.4, 11.3-5 ■</p>	<p>C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta) D2.Civ.3.6-8</p> <p>C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of <i>civilizations</i> D2.Civ.5.6-8</p> <p>C.1.6.3 Compare structure of government and functions of <i>civilizations</i> in different times and places (e.g., patriarchal, tribe, city-state, nation) D2.Civ.6, 14.6-8 ■</p> <p>C.1.6.4 Compare power, rules, and responsibilities of <i>civil societies</i> in different times and places D2.Civ.1, 6, 12, 14.6-8 ■</p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6</p>

Strand: Civics/Government

Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Citizenship	<p>C.2.5.1 Evaluate various ways of fostering citizenship and <i>civic virtues</i> D2.Civ.7, 8, 9, 10.3-5</p> <p>C.2.5.2 Demonstrate proper etiquette for the Arkansas and American Flags </p> <p>C.2.5.3 Analyze rights, responsibilities, and privileges of citizens and non-citizens in the United States D2.Civ.8.3-5 </p> <p>C.2.5.4 Examine actions of individuals and groups that illustrate <i>civic virtues</i> at the local, state, and national level D2.Civ.6, 8.3-5 </p>	<p>C.2.6.1 Compare ways in which various <i>civilizations</i> foster social responsibility and <i>civic virtues</i> D2.Civ.1, 2, 7.6-8</p> <p>C.2.6.2 This SLE is specific to United States history; however, students should continue to demonstrate proper procedures for recitation of the Pledge of Allegiance and flag etiquette</p> <p>C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various <i>societies</i> to 1500 C.E. D2.Civ.1.6-8 </p> <p>C.2.6.4 Examine <i>civic virtues</i> that guide government, society, and communities over time D2.Civ.8.3-5 </p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.2 CCRA.L.6</p>

Strand: Civics/Government

Content Standard 3: Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Processes, rules, and laws	<p>C.3.5.1 Compare the process for creating rules and laws at the local, state, and federal levels D2.Civ.3.3-5 ■</p> <p>C.3.5.2 Evaluate ways rules and laws change society and reasons why people change rules and laws at the local, state, and federal levels D2.Civ.12.3-5 ■</p> <p>C.3.5.3 Explain the development of policies to address public problems at the local, state, and federal level D.2.Civ.6, 13.3-5 ■</p>	<p>C.3.6.1 Evaluate the function and effects of rules, laws and treaties on <i>civilizations</i> to 1500 C.E. (Code of Hammurabi, Justinian Code) D2.Civ.3, 12.6-8 ■</p> <p>C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time D2.Civ.12.3-5</p> <p>C.3.6.3 Explain the development of policies to address public problems in various <i>civilizations</i> over time D2.Civ.10, 12.6-8 ■</p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4</p>

Strand: Economics

Content Standard 4: Economic Decision Making - Students will analyze economic decision making.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Scarcity	E.4.5.1 Explain ways <i>trade-offs</i> have allowed <i>societies</i> to get the most out of scarce resources D2.Eco.1.3-5 ■	E.4.6.1 Examine ways <i>trade-offs</i> have allowed <i>civilizations</i> to get the most out of scarce resources D2.Eco.2.6-8	CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4
Costs and Benefits	E.4.5.2 Analyze historical developments in pre-colonial America through the Revolutionary period using models of <i>economic decision making</i> (e.g., exploration, colonization, taxation, the American Revolution, the new nation) D2.Eco.1.3-5 ■	E.4.6.2 Analyze historical developments in various regions across the world to 1500 C.E. using models of <i>economic decision making</i> (e.g., nomadic vs. <i>agrarian</i> , invasions, trade) D2.Eco.1.6-8 ■	



Strand: Economics

Content Standard 5: Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Human Resources	E.5.5.1 Examine ways a diverse labor force affected economies in early America D2.Eco.6.3-5 ■	E.5.6.1 Analyze ways <i>division of labor</i> and <i>specialization</i> affected the development of <i>civilizations</i> D2.Eco.6.6-8	CCRA.R.1, 3 CCRA.W.7 CCRA.SL.2 CCRA.L.6
Production and Consumption	E.5.5.2 Examine ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, <i>entrepreneurs</i> , merchants) D2.Eco.3.3-5 ■	E.5.6.2 Analyze ways <i>human, natural, and capital resources</i> were organized to produce and deliver goods and services in early <i>civilizations</i> to 1500 C.E. (e.g., caravans, public works projects, Silk Road, trade routes) D2.Eco.3.6-8 ■	
Markets	E.5.5.3 Evaluate the development of a <i>free market system</i> (e.g., mercantilism, property rights, free enterprise) D2.Eco.4.3-5  E.5.5.4 Begins in Grade 6	E.5.6.3 Compare effects of <i>supply</i> and <i>demand</i> on early <i>markets</i> D2.Eco. 4.6-8 ■  E.5.6.4 Evaluate the emergence of new <i>economic systems</i> and their impact on <i>civilizations</i> (e.g., manorialism, mercantilism, capitalism) D2.Eco.4.6-8	

Strand: Economics

Content Standard 6: Growth and Stability - Students will evaluate economic growth and stability.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Money	E.6.5.1 Analyze the forms and purposes of currency in early America through the Revolutionary period D2.Eco.5.3-5	E.6.6.1 Analyze the development of currency as a medium of <i>exchange</i> D2.Eco.5.6-8	CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.1, 4, 5 CCRA.L.6
	E.6.5.2 Examine roles of early <i>financial institutions</i> on the economy of the United States D2.Eco.9.3-5	E.6.6.2 Examine roles of early <i>financial institutions</i> on economies in various regions worldwide D2.Eco.9.6-8	
Public goods and Services	E.6.5.3 Explain ways state and federal governments pay for the goods and services they provide D2.Eco.12.3-5	E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide D2.Eco.12.6-8	
Economic Factors	E.6.5.4 Discuss effects of <i>unemployment, inflation, and price stability</i> on the economy of the United States through the Revolutionary period D2.Eco.11.3-5	E.6.6.4 Analyze the economic development of <i>civilizations</i> to 1500 C.E. using data D2.Eco.11.6-8	
	E.6.5.5 Evaluate effects of war and conflict on communities from the colonial period to the early 1800s using <i>economic factors</i> D2.Eco.11.6-8	E.6.6.5 Evaluate effects of war and conflict on <i>societies</i> and <i>civilizations</i> to 1500 C.E. using <i>economic factors</i> D2.Eco.11.6-8	

Strand: Economics

Content Standard 7: Global Economy - Students will analyze economic interdependence within a global economy.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Economic Interdependence	<p>E.7.5.1 Explain ways trade leads to increasing economic <i>interdependence</i> among countries (e.g., slave trade, triangular trade, manufactured goods, agriculture) D2.Eco.14.3-5</p> <p>E.7.5.2 Explain effects of increasing economic <i>interdependence</i> on different groups within participating nations (e.g., conflict, competition, cooperation, increased wealth, quality of life) D2.Eco.15.3-5</p>	<p>E.7.6.1 Identify barriers to trade and ways those barriers influence trade among <i>civilizations</i> D2.Eco.14.6-8</p> <p>E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and <i>societies</i> (e.g., prestige, wealth, conflict, competition, alliances) D2.Eco.15.6-8</p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6</p>

Strand: Geography

Content Standard 8: Geographic Representations - Students will use geographic representations and skills to become geographically informed citizens.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Spatial Views of the World	<p>G.8.5.1 Describe locations of <i>societies</i> and their cultural and <i>environmental characteristics</i> within the early Americas through the 1820s using <i>geographic representations</i> of different scales D2 Geo1, 2.3-5</p> <p>G.8.5.2 Explain relationships between <i>physical</i> and human characteristics and changes over time using a variety of <i>geographic representations</i> D2.Geo.2.3-5</p> <p>G.8.5.3 Synthesize information from a variety of sources to construct maps and other <i>geographic representations</i> D2 Geo3.3-5</p>	<p>G.8.6.1 Analyze locations of various <i>societies</i> and their cultural and <i>environmental characteristics</i> to 1500 C.E. using a variety of <i>geographic representations</i> D2Geo1, 2.6-8</p> <p>G.8.6.2 Explain relationships between <i>physical</i> and human characteristics in various places using a variety of <i>geographic representations</i> D2.Geo.2.6-8</p> <p>G.8.6.3 Synthesize information from a variety of sources to construct maps and other <i>geographic representations</i> to ask and answer <i>compelling questions</i> D2Geo3.6-8</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8 CCRA.SL.1, 2, 4 CCRA.L.6</p>

Strand: Geography

Content Standard 9: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Place, Region, and Culture	<p>G.9.5.1 Analyze effects of human-generated changes on the physical environment in places and regions over time from early America to the 1820s D2.Geo.5.3-5</p> <p>G.9.5.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in the early Americas through the post-Revolutionary period D2.Geo.6.3-5 ■</p> <p>G.9.5.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment D2.Geo.4.3-5 ■</p>	<p>G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E. D2.Geo.6.6-8</p> <p>G.9.6.2 Analyze ways <i>cultural characteristics</i> influenced population distribution in various <i>civilizations</i> up to 1500 C.E. D2.Geo.6.6-8</p> <p>G.9.6.3 Analyze ways climate and <i>environmental characteristics</i> influenced where groups lived and how they adjusted to the environment in various <i>civilizations</i> up to 1500 C.E. D2.Geo.4.6-8 ■</p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.2 CCRA.L.6</p>

Strand: Geography

Content Standard 10: Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Resources and Movement	<p>G.10.5.1 Examine relationships between human settlements and movements and the location and use of <i>natural resources</i> in the early Americas (e.g., early people groups, Native Americans, Westward expansion) D2.Geo.8.3-5</p> <p>G.10.5.2 Examine effects of <i>environmental</i> and <i>cultural characteristics</i> on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, water ways, geographic barriers, accessibility) D2.Geo.7. 3-5</p> <p>G. 10.5.3 Examine reasons for population shifts in early America and the effects on various regions D2.Geo.7.3-5</p>	<p>G.10.6.1 Analyze relationships between human settlements and movements and the location and use of <i>natural resources</i> in various regions up to 1500 C.E. D2.Geo.8.6-8</p> <p>G.10.6.2 Analyze effects of <i>environmental</i> and <i>cultural characteristics</i> on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information (e.g., <i>push- pull-factors</i>) D2.Geo.7.6-8</p> <p>G. 10.6.3 Analyze the impact of global population shifts in various eras and regions (e.g., Bantu migration, urbanization) D2.Geo.12.6-8</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.2 CCRA.L.6</p>

Strand: Geography

Content Standard 11: Global Interconnections - Students will compare global places and regions and the connections between them.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.			
	Grade 5 Era 1 - Beginnings to Era 3- 1820s	Grade 6 Era 1 - Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Changing Spatial Patterns	<p>G.11.5.1 Explain how interactions with nearby and distant places have changed the <i>spatial patterns</i> of economic activities over time (e.g., explorers, trade routes, triangular trade) D2.Geo.11.3-5</p> <p>G.11.5.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease, famine, weather phenomena, war) D2.Geo.12.3-5</p>	<p>G.11.6.1 Compare ways <i>spatial patterns</i> of economic activities in a place change over time because of interactions with nearby and distant places D2.Geo.11.6-8</p> <p>G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters (e.g., disease/plague, famine, weather phenomena, war) D2.Geo.12.3-5</p>	<p>CCRA.R.1, 3 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6</p>

Strand: History

Content Standard 12: United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.

	Grade 5 * Era 1 - Beginnings to Era 3- 1820s	CCSS ELA- Literacy Alignment
Era 1: Beginnings to 1620	<p>H.12.5.1 Develop claims about pre-Columbian <i>societies</i> in North America by analyzing <i>artifacts</i>, artwork, charts, graphs, digital, and print sources D2.His.1, 4, 9, 10, 16.3-5 ■</p> <p>H.12.5.2 Compare characteristics (e.g., dwellings, <i>culture</i>, beliefs, land use, food, clothing) of major pre-Columbian people groups within North America using a variety of sources (e.g., mound builders, cliff dwellers, Southwest, Great Plains, Pacific Northwest, Woodland peoples) D2.His.13, 14.3-5 ■</p> <p>H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth) D2.His.4, 10, 14.3-5</p> <p>H.12.5.4 Evaluate short- and long-term effects of European exploration and settlement in the Americas and Arkansas from multiple perspectives (e.g., Roanoke, Jamestown, disease, conflict) D2.His.5, 14.3-5 ■</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8 CCRA.SL.2 CCRA.L.6</p>

**\*Grade 6 World History content standard 13 begins on page 19**



Strand: History

Content Standard 12: United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.

	Grade 5* Era 2 - Colonization and Settlement 1585-1763	CCSS ELA- Literacy Alignment
Era 2: Colonization and Settlement 1585-1763	<p>H.12.5.5 Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants) D2.Civ.2, 4, 8, 12.3-5; D2.Eco.1, 2, 3, 5.3-5; D2.Geo.1, 4, 6, 7, 8.3-5; D2.His.1, 4, 5, 10, 14.3-5</p> <p>H.12.5.6 Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives D2.Eco.1, 2, 3.3-5; D2.His.4.3-5</p> <p>H.12.5.7 Research the development of the colonies by generating <i>compelling</i> and <i>supporting questions</i> to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?) D2.His.3. 3-5; D1.2.3-5</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.2, 3, 4 CCRA.L.6</p>

**\*Grade 6 World History content standard 13 begins on page 19**

Strand: History

Content Standard 12: United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.

	Grade 5* Era 3 - Revolution and the New Nation 1754-1820s	CCSS ELA- Literacy Alignment
Era 3: Revolution and the New Nation 1754-1820s	<p>H.12.5.8 Analyze the Revolutionary movement from multiple perspectives using <i>primary</i> and <i>secondary sources</i> (e.g., loyalists, patriots, Native Americans, slaves) D2.Civ.2.3-5; D2.His.1, 3, 4, 14, 16.3-5; D4.7.3-5</p> <p>H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty) D2.His.1, 14, 16.3-5</p> <p>H.12.5.10 Evaluate how individuals and groups influenced the American Revolutionary movement (e.g., Thomas Paine, Benjamin Franklin, Patrick Henry, George Washington, Thomas Jefferson, King George III, Sons and Daughters of Liberty) D2.His.3, 4, 14, 16.3.5</p> <p>H.12.5.11 Examine the significance of the drafting and signing of the Declaration of Independence (e.g., key political concepts, Olive Branch Petition, origin of concepts, role and impact of severing ties with Great Britain) D2.His.1.3-5; D2.Civ.4.3-5</p> <p>H.12.5.12 Analyze the significance of various battles and military leaders during the American Revolution D2.His.1, 3, 14.3-5</p> <p>H.12.5.13 Analyze the process of creating a single country from a loose association of states (e.g., weakness of the Articles of Confederation, currency, State vs. Federal control, military) D2.Civ.11, 13.3-5; D4.2.3-5</p> <p>H.12.5.14 Examine short- and long-term effects of the drafting and signing of the U.S. Constitution D2.His.6.3-5</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.2, 3 CCRA.L.6</p>

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	Grade 5* Era 3 - Revolution and the New Nation 1754 - 1820s	CCSS ELA- Literacy Alignment
Era 3: Revolution and the New Nation 1754-1820s	<p>H.12.5.15 Evaluate how early presidents influenced the development of the new nation (e.g., Washington's Farewell Address, Marbury vs. Madison, Embargo Act, Louisiana Purchase, Lewis and Clark, banking) D2.His.1, 3.3-5; D2.Civ.1, 2.3-5 ■</p> <p>H.12.5.16 Examine the impact and significance of the War of 1812 (e.g., nationalism, Dolly Madison, the Star Spangled Banner, the U.S. Flag, borders, Battle of New Orleans) D2.His.14.3-5</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 9 CCRA.SL.2, 3 CCRA.L.6</p>

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Content Standard 13: World Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

	Grade 6* Era 1 - Beginnings to Era 5 - 1500 C.E.	CCSS ELA- Literacy Alignment
Era 1: Beginnings of Human Civilization to 4000 B.C.E.	<p>H.13.6.1 Compare hunter-gatherer and <i>agrarian societies</i> (e.g., tools, shelter, diet, use of fire, cave paintings, <i>artifacts</i>, clothing, rituals, daily life, gender roles) D2.His.1, 2, 3.6-8</p> <p>H.13.6.2 Construct arguments about lasting achievements of early <i>civilizations</i> using multiple sources D2.His.3, 10, 16.6-8</p>	<p>CCRA.R.1, 3, 9 CCRA.W.1, 7 CCRA.SL.2, 4 CCRA.L.6</p>
Era 2: Early Civilizations 4000-1000 B.C.E.	<p>H.13.6.3 Analyze early river valley <i>civilizations</i> to determine similarities and differences, using a variety of sources (e.g., <i>artifacts</i>, Epic of Gilgamesh, hieroglyphics, oracle bones) D2.His.1, 2, 3, 13.6-8; D3.1.6-8</p> <p>H.13.6.4 Construct arguments about characteristics necessary for a <i>civilization</i> using multiple sources (e.g., writing systems, government, religion, <i>specialization</i> of labor, technology, <i>economic systems</i>, education) D2.His.2, 3, 16.6-8</p> <p>H.13.6.5 Compare characteristics, contributions, and achievements of early river valley <i>civilizations</i></p> <ul style="list-style-type: none"> <li>• Mesopotamia</li> <li>• Egypt</li> <li>• Indus River Valley</li> <li>• China</li> </ul> <p>D2.His.1, 2, 3.6-8</p> <p>H.13.6.6 Identify social and cultural effects of militarization and the emergence of new <i>kingdoms</i> on early <i>civilizations</i> (e.g., chariot transport, warfare, invaders) D2.His.1, 2, 3, 14, 15.6-8</p>	<p>CCRA.R.1, 3, 9 CCRA.W.1, 7, 9 CCRA.SL.2, 4 CCRA.L.6</p>

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Content Standard 13: World Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

	Grade 6*	CCSS ELA-Literacy Alignment
	Era 3 - Classical traditions, major religions, and giant empires 1000 B.C.E. - 300 C.E.	
Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E.- 300 C.E.	<p>H.13.6.7 Compare reasons for the rise and decline of major <i>empires</i> and <i>civilizations</i> using a variety of sources</p> <ul style="list-style-type: none"> <li>• Greece</li> <li>• Gupta</li> <li>• China</li> <li>• Rome</li> <li>• Olmec</li> </ul> <p>D2.His.1, 2, 3, 15.6-8</p> <p>H.13.6.8 Analyze the significance of contributions made by major <i>empires</i> and <i>civilizations</i> of the world (e.g., concept of zero, crossbow, architecture, government, calendar) D2.His.3.6-8</p> <p>H.13.6.9 Examine causes and effects of conflict within and among the major <i>empires</i> (e.g., Persian War, Punic Wars, Greek city-states) D2.His.14.6-8</p> <p>H.13.6.10 Examine key concepts and influences of major belief systems on <i>societies</i></p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Confucianism</li> <li>• Hinduism</li> <li>• Judaism</li> </ul> <p>D2.His.1, 3, 4, 5.6-8</p>	<p>CCRA.R.1, 3 CCRA.W.7, 9 CCRA.SL.2 CCRA.L.6</p>

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	Grade 6*	CCSS ELA-Literacy Alignment
	Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E.	
Era 4: Expanding Zones of Exchange and Encounter 300 C.E.- 1000 C.E.	<p>H.13.6.11 Analyze the rise and contributions of major <i>empires</i> and <i>civilizations</i> of the world using a variety of sources (e.g., decimal, art, literature, Code of Justinian, Li Bo, Al Bakir)</p> <ul style="list-style-type: none"> <li>• African <i>kingdoms</i></li> <li>• Byzantine <i>Empire</i></li> <li>• Muslim <i>empires</i></li> <li>• Tang China</li> <li>• Maya</li> </ul> <p>D2.His.3, 4.6-8</p> <p>H.13.6.12 Examine causes and effects of conflict within and among the major <i>empires</i> and <i>civilizations</i></p> <p>D2.His.14.6-8</p> <p>H.13.6.13 Evaluate how the fall of the Roman <i>Empire</i> affected Europe (e.g., Norse invasions, rise of the power of the Roman Catholic Church, Frankish <i>Kingdoms</i>, Charlemagne)</p> <p>D2.His.15.6-8</p> <p>H.13.6.14 Examine key concepts and influences of major belief systems on <i>societies</i></p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Confucianism</li> <li>• Hinduism</li> <li>• Judaism</li> <li>• Islam</li> </ul> <p>D2.His.1, 3, 4, 5.6-8</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.2 CCRA.L.6</p>

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Content Standard 13: World Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

	Grade 6* Era 1- Beginnings to Era 5- 1500 C.E.	CCSS ELA- Literacy Alignment
Era 5: Global Interactions 1000 C.E.- 1500 C.E.	<p>H.13.6.15 Analyze the global influence and impact of the achievements and perspectives of various individuals (e.g., Gutenberg, Joan of Arc, Niccolo Machiavelli, Saladin, Sundiata Keita, Mansa Musa, Genghis Khan) D2.His.4.6-8</p> <p>H.13.6.16 Examine effects of invaders from various regions on <i>societies</i> (e.g., disease, famine, cultural assimilation, Mongols, Vikings, Crusade, Maya, Aztecs) D2.His.15.6-8</p> <p>H.13.6.17 Analyze long-term effects of technological innovations on <i>civilizations</i> (e.g., Zheng He's war ships, printing press, Maya calendar, Great Zimbabwe) D2.His.1.6-8</p> <p>H.13.6.18 Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives (e.g., <i>empire</i> building, Humanism, isolationism, education) D2.His.2.6-8</p> <p>H.13.6.19 Analyze effects of cultural interactions and connections among <i>societies</i> over time (e.g., art, literature, religion, architecture, music, science, technology) D2.His.1.6-8</p> <p>H.13.6.20 Examine advantages and disadvantages of a growing interdependent world (e.g., Hundred Years' War, Crusades, Black Death, cultural diffusion, exploration, education, trade, tributes) D2.His.15.6-8</p>	<p>CCRA.R.1, 3, 7 CCRA.W.7, 8, 9 CCRA.SL.2 CCRA.L.6</p>

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# Glossary for 5-6 Social Studies Curriculum Framework

Agrarian	Relating to, or characteristic of farmers or their way of life
Artifact	Object made by groups of humans, such as tools and clothes; any object made by human work or skill
Capital resource	Resource made and used to produce and distribute goods and services (e.g., tools, machinery, buildings)
Civil society	An array of nongovernmental groups, associations, and institutions that citizens form and join, along with norms and values that underlie participation, such as cooperation, trust, and civility (e.g., Freemasons, Parent-Teacher Association)
Civic virtue	Principles and character traits that enable citizens to contribute to the common good by engaging in political and civil society (e.g., tolerance, adherence to the law, opposition to tyranny, standing up for equal rights)
Civilization	Advanced state of human society, in which a high level of culture, science, industry, and government has been reached
Compelling question	Question that addresses problems and issues found in and across the academic disciplines that make up social studies and requires students to apply disciplinary concepts and to construct arguments and interpretations; a question that guides a historical inquiry and argumentation
Culture	Learned behavior of people (e.g., belief systems and languages, social relations, institutions, organizations) and their material goods (e.g., food, clothing, buildings, technology)
Demand	Quantity of a good or service that buyers are willing and able to buy at all possible prices during a period of time
Division of labor	Division of a complex procedure into small tasks, enabling workers to increase output through specialization
Economic decision making	Process that requires comparing the additional costs of alternatives with the additional benefits <b>PACED Decision Making Model:</b> A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision <b>Cost/Benefit Analysis:</b> A tool used to evaluate the alternatives in economic decision making
Economic factor	Fundamental information that influences businesses in our economy such as competition, incentives, supply-demand, governmental policy, labor cost, taxes
Economic system	Organized way in which a state or nation allocates its resources and apportions goods and services
Empire	Group of states or territories controlled by one ruler
Entrepreneur	Person who organizes, operates, and assumes the risk for a business hoping to make a profit
Environmental characteristic	Aspect of a place or area shaped by Earth's physical processes or derived from the physical environment (e.g., variations in vegetative cover related to climate conditions and differences in landforms shaped by processes of volcanism, glaciations, and erosion and deposition)
Exchange	Trading of goods, services, and resources with people for other goods, services, and resources or for money
Financial institution	Enterprise specializing in the handling and investment of funds; financial institutions can include banks, credit unions, <i>investment</i> firms
Free market system	Economic system in which the basic economic questions (e.g., What goods and services are to be produced, and what quantities? How will the goods and services be produced? For whom will the goods and services be produced?) are generally answered by consumers and producers without government interference
Geographic representation	Any visualization depicting cultural traits or physical features across a defined geographic space (e.g., traditional maps, aerial photographs, remotely sensed images, topologically-integrated networks, or digitally-rendered spatial data in a geographic information system [GIS])
Interdependence	Reliance on people in other places for information, resources, goods, and services



### Glossary for 5-6 Social Studies Curriculum Framework

Kingdom	Kingdom is a territory or group of people ruled by the same monarch
Market	Place, institution, or technological arrangement where or by means of which goods or services are exchanged
Natural resource	Something, such as a forest, a mineral deposit, or fresh water, that is found in nature and is necessary or useful to humans
Physical characteristic	Aspect of a place or area that derives from earth's processes and the natural environment (e.g., landforms, bodies of water, natural vegetation, climate, soil, drainage features, clouds, trees, weather)
Price stability	Situation in which prices in an economy do not change much over time
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analysis)
Push- Pull-factor	Social, political, economic, and environmental force that drives people away from their previous location to search for new ones – push-factor; Social, political, economic, and environmental attraction of new areas that draw people away from their previous location – pull-factor
Society	Group of people living and working together in an organized community
Specialization	When a person is highly trained to do one specific job
Secondary source	Interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)
Supporting question	Question intended to contribute knowledge and insights to the inquiry behind a compelling question with descriptions, definitions, and processes
Supply	Quantity of a good or service that producers are willing and able to sell at all possible prices during a certain time period
Trade-offs	Giving up of one benefit or advantage in order to gain another regarded as more favorable
Unemployment	Number of people 16 years of age or older who are without jobs and actively seeking employment

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