

Standards		Weekly Issues
<b>Civics</b>		
<p><b>C.1</b> 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>		
<b>C.1.K.1</b>	Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.	1: I Am a Member of a Community 2: Authority Figures 3: What Are Rules? 4: What Are Laws?
<b>C.1.K.2</b>	Identify the characteristics and responsibilities of a leader.	2: Authority Figures 5: Government 6: Important Documents 9: Characteristics of Responsible Citizens
<b>C.1.K.3</b>	Recognize state and national symbols and patriotic songs: <ul style="list-style-type: none"> <li>● American flag</li> <li>● Star Spangled Banner*</li> <li>● Recitation of Pledge of Allegiance</li> <li>● Arkansas flag</li> <li>● Apple Blossom</li> <li>● Honey Bee</li> <li>● Mockingbird</li> <li>● Pine Tree</li> </ul>	10: Patriotism 11: National Symbols
<b>C.1.K.4</b>	Demonstrate responsibilities of being a good citizen at school.	1: I Am a Member of a Community 3: What Are Rules? 7: Learning and Working Together 8: Citizens
<b>C.1.K.5</b>	Follow agreed-upon rules for listening and having a discussion in the classroom.	1: I Am a Member of a Community 3: What Are Rules? 7: Learning and Working Together
<b>C.1.K.6</b>	Discuss the need for rules.	1: I Am a Member of a Community 3: What Are Rules? 4: What Are Laws?
<b>C.1.K.7</b>	Discuss ways people improve communities which may include: <ul style="list-style-type: none"> <li>● being a good neighbor</li> <li>● volunteering/helping</li> <li>● recycling</li> <li>● donating personal items/toys</li> </ul>	8: Citizens 9: Characteristics of Responsible Citizens

Standards		Weekly Issues
<b>C.1.K.8</b>	Discuss the importance of problem solving related to classroom issues.	2: Authority Figures 7: Learning and Working Together
<b>Economics</b>		
<p><b>E.1</b> 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>		
<b>E.1.K.1</b>	Discuss needs and wants and how they are restricted by limited resources.	29: Needs and Wants 30: Economics
<b>E.1.K.2</b>	State the reasons behind making a personal decision.	30: Economics 32: Spending and Saving
<b>E.1.K.3</b>	Identify ways people create goods and services.	30: Economics
<b>E.1.K.4</b>	Discuss ways human, natural, and capital resources are used in the production of goods and services.	
<b>E.1.K.5</b>	Identify ways people buy and sell goods (i.e., markets).	30: Economics
<b>E.1.K.6</b>	Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.	32: Spending and Saving
<b>E.1.K.7</b>	Identify the reasons for and places where people save money (e.g., piggy banks, wallets, banks).	32: Spending and Saving
<b>E.1.K.8</b>	Discuss examples of goods and services.	30: Economics
<b>E.1.K.9</b>	Identify common products that come from other countries.	
<b>E.1.K.10</b>	Identify where products used in daily life are produced.	30: Economics
<b>Geography</b>		
<p><b>G.1</b> 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>		

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<b>G.1.K.1</b>	Describe familiar places using words that communicate location (e.g., beside, past, before), direction (e.g., right/left), and distance (e.g., long/short).	13: Map Skills 14: Location 15: Finding Places Around Me
<b>G.1.K.2</b>	Identify and describe the physical characteristics of a place such as rivers, mountains, and forests using maps, globes, and photographs.	16: Physical Characteristics of a Place
<b>G.1.K.3</b>	Create maps of familiar places such as the school, playground, or neighborhood.	14: Location 15: Finding Places Around Me 19: My Place on the Map
<b>G.1.K.4</b>	Describe ways humans have impacted the environment <ul style="list-style-type: none"> <li>● planting trees</li> <li>● reducing waste</li> <li>● littering</li> <li>● polluting</li> </ul>	18: Human Characteristics of a Place
<b>G.1.K.5</b>	Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.	27: Culture 28: Holidays Around the World
<b>G.1.K.6</b>	Identify the influence of weather and climate on people's daily lives.	17: Weather
<b>G.1.K.7</b>	Identify natural resources that meet the needs of a community such as timber, minerals, oil, coal, and natural gas.	
<b>G.1.K.8</b>	Identify people, goods, and ideas that move from place to place.	27: Culture
<b>G.1.K.9</b>	Discuss products and traditions that connect people around the world (e.g., where products are made, celebrations, dance, art, food, toys).	12: National Patriotic Holidays 27: Culture 28: Holidays Around the World
<b>G.1.K.10</b>	Discuss the needs of people during natural and human-made disasters.	

Standards		Weekly Issues
<b>History</b>		
<b>H.1</b> 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.		
<b>H.1.K.1</b>	Discuss a sequence of events using chronological terms such as first, next, last, before, after. Sequence of events may include: <ul style="list-style-type: none"> <li>• Daily classroom activities</li> <li>• Significant events in students' lives</li> <li>• Typical day in the life of the student</li> </ul>	20: Calendars 21: Words About Time 22: Changes Over Time 24: Life Long Ago and Today
<b>H.1.K.2</b>	Develop a timeline to sequence significant events in students' lives.	20: Calendars 21: Words About Time 22: Changes Over Time
<b>H.1.K.3</b>	Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).	24: Life Long Ago and Today 26: Transportation Over Time
<b>H.1.K.4</b>	Recognize historic figures and other people who have made an impact on history.	25: Inventors
<b>H.1.K.5</b>	Identify the purpose of national holidays and describe the people or events celebrated. <ul style="list-style-type: none"> <li>• Independence Day</li> <li>• Thanksgiving</li> <li>• Memorial Day</li> <li>• Dr. Martin Luther King, Jr. Day</li> <li>• President's Day</li> <li>• Veteran's Day</li> </ul>	12: National Patriotic Holidays
<b>H.1.K.6</b>	Identify the different points of view represented in a single historical event.	22: Changes Over Time
<b>H.1.K.7</b>	Describe materials and methods that allow people to learn about the past (e.g., photos, artifacts, diaries, oral history, stories).	23: History
<b>H.1.K.8</b>	Compare the differences in sources of information from the present and the past (e.g., telegraph, pony express, newspaper, telephone, TV, Internet).	23: History

Standards		Weekly Issues
<b>H.1.K.6</b>	Identify the different points of view represented in a single historical event.	22: Changes Over Time 23: History

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<b>Civics</b>		
<p><b>C.1</b> 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>		
<b>C.1.1.1</b>	Connect classroom rules and a student handbook as documents that establish the values of fairness and equality in a school community.	1: Community 3: Rules and Laws 9: Characteristics of Responsible Citizens
<b>C.1.1.2</b>	Describe the roles of people who hold positions of authority which may include: <ul style="list-style-type: none"> <li>• Teachers lead a classroom and help students learn</li> <li>• School principal makes decisions for the school</li> <li>• Police officers protect and serve their communities</li> <li>• Fire/rescue workers help people in need</li> </ul>	2: Authority Figures 4: Government
<b>C.1.1.3</b>	Discuss the purpose of government.	4: Government 5: Government Services 6: Founders
<b>C.1.1.4</b>	Describe state and national symbols and patriotic songs: <ul style="list-style-type: none"> <li>• American flag</li> <li>• Flag etiquette</li> <li>• Star Spangled Banner</li> <li>• Recitation of Pledge of Allegiance</li> <li>• "Arkansas" by Eva Ware Barnett</li> <li>• White-Tailed Deer</li> <li>• Milk</li> <li>• Square Dance</li> <li>• Diamond</li> </ul>	11: Patriotism 12: National Patriotic Symbols
<b>C.1.1.5</b>	Identify personal responsibilities of being a good citizen in the community.	1: Community 8: Citizens
<b>C.1.1.6</b>	Follow agreed-upon rules for listening, consensus building, and voting procedures in the classroom.	4: Government
<b>C.1.1.7</b>	Explain the purpose of rules and laws.	3: Rules and Laws
<b>C.1.1.8</b>	Describe ways people impact communities which may include: <ul style="list-style-type: none"> <li>• welcoming a new classmate/neighbor</li> <li>• developing classroom rules and procedures</li> <li>• contributing unused food to a food bank</li> <li>• picking up trash</li> </ul>	1: Community 8: Citizens

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<b>C.1.1.9</b>	Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks.	1: Community 2: Authority Figures 5: Government Services
<b>Economics</b>		
<b>E.1</b> 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.		
<b>E.1.1.1</b>	Identify examples of scarcity and opportunity cost.	29: Economic Choices
<b>E.1.1.2</b>	List costs and benefits of making a decision.	27: Needs and Wants 29: Economic Choices
<b>E.1.1.3</b>	Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.	30: Jobs 31: Workers Contribute to the Economy
<b>E.1.1.4</b>	Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago.	30: Jobs 31: Workers Contribute to the Economy
<b>E.1.1.5</b>	Recognize that markets exist when buyers and sellers exchange goods and services.	28: Economics 31: Workers Contribute to the Economy
<b>E.1.1.6</b>	Classify exchanges consumers make as monetary or bartering.	27: Needs and Wants 28: Economics 29: Economic Choices
<b>E.1.1.7</b>	Discuss the reasons why and the tools and techniques people use to save money.	32: Spending and Saving
<b>E.1.1.8</b>	Identify examples of public goods and services that governments provide <ul style="list-style-type: none"> <li>● police officers</li> <li>● roads</li> <li>● traffic lights</li> <li>● state parks</li> <li>● clean air/water</li> <li>● public education</li> </ul>	5: Government Services
<b>E.1.1.9</b>	Identify reasons why people trade goods and services between countries.	27: Needs and Wants

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<b>E.1.1.10</b>	Identify goods that are imported to and exported from Arkansas and the United States.	
<b>Geography</b>		
<b>G.1</b> 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.		
<b>G.1.1.1</b>	Show relationships between familiar places using map keys, legends, compass rose, and directional words.	14: Map Skills 15: Location 16: Physical Characteristics of a Place
<b>G.1.1.2</b>	Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.	16: Physical Characteristics of a Place 17: Human Characteristics of a Place 19: Geography of Our Community
<b>G.1.1.3</b>	Create and label maps of local areas using titles, symbols, legends, and a compass rose.	14: Map Skills 15: Location 17: Human Characteristics of a Place
<b>G.1.1.4</b>	Interpret effects of human impact on the environment.	17: Human Characteristics of a Place 18: Adapting to Our Environment
<b>G.1.1.5</b>	Discuss how cultural characteristics contribute to diversity in a community, place, or region.	25: Culture
<b>G.1.1.6</b>	Describe the influence of weather, climate, and physical characteristics on people's daily lives.	18: Adapting to Our Environment 19: Geography in Our Community
<b>G.1.1.7</b>	Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.	19: Geography in Our Community
<b>G.1.1.8</b>	Discuss reasons and methods people, goods, and ideas move from place to place.	24: Communication Over Time 30: Jobs 31: Workers Contribute to the Economy
<b>G.1.1.9</b>	Discuss how the products that are consumed connect the local community to other parts of the country and rest of the world such as clothes, toys, and food.	30: Jobs 31: Workers Contribute to the Economy
<b>G.1.1.10</b>	Identify ways to help people who are going through natural and human-made disasters.	



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<b>History</b>		
<p><b>H.1</b> 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>		
<b>H.1.1.1</b>	<p>Explain similarities and differences of everyday life in different times using chronological terms. This may include:</p> <ul style="list-style-type: none"> <li>● Daily tasks</li> <li>● Food</li> <li>● Clothing</li> <li>● Transportation</li> <li>● Communication</li> <li>● Recreation</li> <li>● Celebrations</li> </ul>	<p>21: Changes Over Time 23: Life Long Ago and Today 24: Communication Over Time</p>
<b>H.1.1.2</b>	<p>Create timelines to sequence events from different times using chronological terms.</p>	<p>20: Calendars 21: Changes Over Time 22: History</p>
<b>H.1.1.3</b>	<p>Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).</p>	<p>21: Changes Over Time 23: Life Long Ago and Today 24: Communication Over time</p>
<b>H.1.1.4</b>	<p>Retell stories of historical events, American legends, and people who played a role in history. This may include:</p> <ul style="list-style-type: none"> <li>● Pocahontas</li> <li>● Sacagawea</li> <li>● Lewis and Clark*</li> <li>● Hernando de Soto*</li> <li>● Henri de Tonti*</li> <li>● Paul Revere*</li> <li>● Benjamin Franklin</li> <li>● Booker T. Washington</li> <li>● Frederick Douglass*</li> </ul>	<p>10: Responsible Citizens in History 22: History 26: Folktales and Legends</p>
<b>H.1.1.5</b>	<p>Explain the significance of national holidays and the achievement of people associated with them.</p>	<p>12: National Patriotic Symbols 13: National Patriotic Holidays</p>
<b>H.1.1.6</b>	<p>Discuss different accounts of the same historical event.</p>	<p>22: History</p>
<b>H.1.1.7</b>	<p>Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history).</p>	<p>22: History 25: Culture</p>

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<b>H.1.1.8</b>	Identify ways that a historian can determine the time, place, and credibility of a source (e.g., publication date, author, place of origin, accuracy of facts).	22: History

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<b>Civics</b>		
<p><b>C.1</b> 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>		
<b>C.1.2.1</b>	Identify founding documents of the United States: <ul style="list-style-type: none"> <li>● Declaration of Independence*</li> <li>● U.S. Constitution*</li> <li>● Bill of Rights*</li> </ul>	6: Important Documents 8: The Structure of National Government 14: Founders
<b>C.1.2.2</b>	Describe and classify roles and responsibilities of people in authority in communities which may include: <ul style="list-style-type: none"> <li>● School district: school superintendent and school board</li> <li>● City: mayor and city council</li> <li>● State: governor and General Assembly</li> <li>● Nation: President and Congress</li> </ul>	3: I Belong to a Community 7: The Purpose of Government 8: The Structure of National Government 9: The Structure of Tribal, State, and Local Government
<b>C.1.2.3</b>	Explain the functions of government using local examples such as infrastructure, safety, and rules/laws.	4: Rules and Laws 9: The Structure of Tribal, State, and Local Government 10: Government Services
<b>C.1.2.4</b>	Explain the significance of state and national symbols, patriotic songs, and mottos: <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance*</li> <li>● National Motto: In God we Trust*</li> <li>● State Seal</li> <li>● Diana fritillary butterfly</li> <li>● Fiddle</li> <li>● Quartz</li> <li>● Bauxite</li> <li>● Pink Tomato</li> </ul>	12: Patriotism 13: Patriotic Symbols
<b>C.1.2.5</b>	Describe roles and responsibilities of individuals in a democracy.	7: the Purpose of Government 8: The Structure of National Government 9: The Structure of Tribal, State, and Local Government
<b>C.1.2.6</b>	Discuss ways to build a consensus with a group when making a decision that can bring about change.	4: Rules and Laws 8: The Structure of National Government

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<b>C.1.2.7</b>	Discuss how rules and laws impact students and communities which may include: <ul style="list-style-type: none"> <li>● school board</li> <li>● school handbook</li> <li>● classroom expectations</li> </ul>	4: Rules and Laws
<b>C.1.2.8</b>	Compare successful and unsuccessful attempts to improve communities.	10: Government Services 21: Humans and the Environment
<b>C.1.2.9</b>	Identify ways people benefit from and are challenged by working together in response to problems.	1: Sources 4: Rules and Laws 5: Principles of Democracy
<b>Economics</b>		
<p><b>E.1</b> 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>		
<b>E.1.2.1</b>	Explain examples of scarcity and opportunity cost.	30: More Economic Principles
<b>E.1.2.2</b>	Explain a decision related to the criteria of costs and benefits such as the cost-benefit decision model.	30: More Economic Principles
<b>E.1.2.3</b>	Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.	25: Needs, Wants, Resources 26: Economic Activity 27: Economic Choices
<b>E.1.2.4</b>	Identify ways human, natural, and capital resources come together to produce goods and services.	25: Needs, Wants, Resources 26: Economic Activity
<b>E.1.2.5</b>	Describe ways markets exist in various places such as the home, physical location, and Internet.	28: Producers and Consumers 29: Economic Principles
<b>E.1.2.6</b>	Explain the role of money in making exchange easier.	27: Economic Choices
<b>E.1.2.7</b>	Describe reasons people save money in banks.	27: Economic Choices
<b>E.1.2.8</b>	Explain benefits of public goods and services.	10: Government Services
<b>E.1.2.9</b>	Explain challenges that cause people in one country to trade goods and services with people in other countries.	29: Economic Principles

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<b>E.1.2.10</b>	Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry. Products produced abroad and sold domestically may include: <ul style="list-style-type: none"> <li>● cars</li> <li>● crude oil</li> <li>● computers</li> </ul> Products produced domestically in Arkansas and sold abroad include: <ul style="list-style-type: none"> <li>● transportation products like airplane parts</li> <li>● minerals such as bauxite, bromine, and gypsum</li> <li>● wood pulp, paper, rice</li> </ul>	25: Needs, Wants, Resources 26: Economic Activity 29: Economic Principles
<b>Geography</b>		
<b>G.1</b> 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.		
<b>G.1.2.1</b>	Interpret the information on a map of local places using map keys, symbols, intermediate directions, scale, and compass rose.	17: Map Skills 18: Location
<b>G.1.2.2</b>	Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.	19: Physical Features of Places 20: Human Characteristics of Places
<b>G.1.2.3</b>	Create and label state and national maps using titles, symbols, legends, and a compass rose.	17: Map Skills 18: Location
<b>G.1.2.4</b>	Discuss the impact human choices have on the Environment.	21: Humans and the Environment
<b>G.1.2.5</b>	Describe ways people of different cultures shape and change the dynamics of a place or region.	23: Culture
<b>G.1.2.6</b>	Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.	19: Physical Features of Places 21: Humans and the Environment 24: Regions of the World
<b>G.1.2.7</b>	Examine how natural resources such as timber, minerals, oil, coal, and natural gas influence human settlement.	22: Movement
<b>G.1.2.8</b>	Compare and contrast reasons and methods that people, goods, and ideas move from place to place.	22: Movement

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<b>G.1.2.9</b>	Identify various cultural groups that have come to Arkansas and where they settled.	
<b>G.1.2.10</b>	Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).	23: Culture 25: Needs, Wants, Resources 28: Producers and Consumers
<b>G.1.2.11</b>	Investigate ways natural and human-made disasters affect people locally, nationally, and globally.	31: Solving Problems in Your Community
<b>History</b>		
<b>H.1</b> 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.		
<b>H.1.2.1</b>	Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts. Events may include: <ul style="list-style-type: none"> <li>• Founding of the town</li> <li>• Development of schools or businesses</li> <li>• Election of local and county leaders</li> </ul>	1: Sources 31: Solving Problems in Your Community 32: Historical Figures
<b>H.1.2.2</b>	Create timelines to understand the development of a community or region including its founding and growth.	
<b>H.1.2.3</b>	Compare life in a community past and present using maps, photographs, news stories, artifacts, or interviews (e.g., transportation, communication, recreation, jobs, housing).	
<b>H.1.2.4</b>	Investigate ways individuals, groups, and events have shaped a community.	1: Sources 14: Founders 15: Memorials and Monuments 32: Historical Figures
<b>H.1.2.5</b>	Explain state and national historical symbols and landmarks and the people and events associated with them.	12: Patriotism 13: Patriotic Symbols 15: Memorials and Monuments 16: Patriotic Holidays
<b>H.1.2.6</b>	Compare and contrast different accounts of the same historical event.	

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<b>H.1.2.7</b>	Sort or categorize information from different sources to answer a compelling question about a significant historical event or person from Arkansas or the United States.	32: Historical Figures
<b>H.1.2.8</b>	Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).	1: Sources 2: Timelines 31: Solving Problems in Your Community 32: Historical Figures

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<p><b>C.1</b> 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>		
<b>C.1.3.1</b>	Discuss the origins of the United States' founding Documents: <ul style="list-style-type: none"> <li>● Declaration of Independence</li> <li>● U.S. Constitution</li> <li>● Preamble*</li> <li>● Bill of Rights</li> </ul>	9: Important Documents
<b>C.1.3.2</b>	Identify powers of government officials in the three branches of government <ul style="list-style-type: none"> <li>● Legislative branch makes laws</li> <li>● Executive branch enforces laws</li> <li>● Judicial branch interprets laws</li> </ul>	10: National Government 13: Inquiry: Research a Tribal, State, or Local Government
<b>C.1.3.3</b>	Explain the functions and structure of state government.	7: The Purpose of Government 10: National Government 11: Tribal, State, and Local Government 12: We the People
<b>C.1.3.4</b>	Investigate origins of state and national symbols, patriotic songs, and mottos: <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● Arkansas Motto: Regnat Populus*</li> </ul>	
<b>C.1.3.5</b>	Compare rights and responsibilities of citizens in different places.	8: Government 10: National Government 11: Tribal, State, and Local Government 12: We the People
<b>C.1.3.6</b>	Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.	6: I Am a Member of a Community 10: National Government 12: We the People
<b>C.1.3.7</b>	Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).	6: I Am a Member of a Community 7: The Purpose of Government 8: Government 10: National Government 11: Tribal, State, and Local Government



Standards		Weekly Issues
<b>C.1.3.8</b>	Identify ways people influence rules and laws to improve communities.	6: I Am a Member of a Community 7: The Purpose of Government 11: Tribal, State, and Local Government
<b>C.1.3.9</b>	Identify ways local and state communities work together in response to problems.	10: National Government 11: Tribal, State, and Local Government
<b>Economics</b>		
<b>E.1</b> 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.		
<b>E.1.3.1</b>	Discuss how scarcity and opportunity cost influence decision-making.	29: Producers and Consumers
<b>E.1.3.2</b>	Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.	29: Producers and Consumers
<b>E.1.3.3</b>	Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.	
<b>E.1.3.4</b>	Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.	29: Producers and Consumers 30: Community Interdependence 32: Inquiry: Interdependence in Your Community
<b>E.1.3.5</b>	Analyze economic factors in a market including supply, demand, competition, and incentives.	29: Producers and Consumers 30: Community Interdependence
<b>E.1.3.6</b>	Explain purpose and functions of money in the United States.	
<b>E.1.3.7</b>	Explain the purpose (e.g., safeguard assets, offer loans) and functions (e.g., storing money, transferring money, lending money) of banks.	
<b>E.1.3.8</b>	Explain the difference between public and private goods and services (e.g., food, clothing, cars).	29: Producers and Consumers

Standards		Weekly Issues
<b>E.1.3.9</b>	Identify factors that affect our economy <ul style="list-style-type: none"> <li>● unemployment</li> <li>● inflation</li> <li>● printing of money</li> <li>● availability of skilled workers</li> </ul>	
<b>E.1.3.10</b>	Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology).	29: Producers and Consumers 32: Inquiry: Interdependence in Your Community
<b>E.1.3.11</b>	Describe the effects of trade on people in various places such as: <ul style="list-style-type: none"> <li>● increases in economic growth</li> <li>● competition</li> <li>● experience producing for foreign markets</li> <li>● decreases in certain job markets</li> <li>● depletion of natural resources</li> <li>● outsourcing</li> </ul>	
<b>Geography</b>		
<p><b>G.1</b> 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>		
<b>G.1.3.1</b>	Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.	14: Thinking Like a Geographer 15: Maps Skills
<b>G.1.3.2</b>	Use thematic maps to show the interactions that shape the physical and human characteristics of local and global places.	14: Thinking Like a Geographer
<b>G.1.3.3</b>	Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.	14: Thinking Like a Geographer 16: Natural Features and Landforms 17: Natural Features and Landforms: Oceans and Deserts
<b>G.1.3.4</b>	Examine environmental problems and ways in which humans address them.	26: Problem Solving
<b>G.1.3.5</b>	Investigate the cultural characteristics of various places and regions from around the world.	18: Regions: Part One 19: Regions: Part Two

Standards		Weekly Issues
<b>G.1.3.6</b>	Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).	18: Regions: Part One 19: Regions: Part Two 28: Urban, Suburban and Rural Land Use 31: Transportation Over Time
<b>G.1.3.7</b>	Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).	18: Regions: Part One 19: Regions: Part Two 21: Migration
<b>G.1.3.8</b>	Explain effects of the movement and distribution of people, goods, and ideas on communities using geographic sources such as maps, satellite images, and geospatial technologies.	21: Migration 28: Urban, Suburban, and Rural Land Use
<b>G.1.3.9</b>	Describe various cultural groups and reasons why they settled in Arkansas or the United States (i.e., push-pull factors).	21: Migration
<b>G.1.3.10</b>	Trace global connections of raw materials that are used to produce familiar products which may include: <ul style="list-style-type: none"> <li>• diamonds: drilling, polishing</li> <li>• quartz: glass-making, sandpaper</li> <li>• bauxite: aluminum metal</li> <li>• bromine: pesticides, water treatment</li> </ul>	
<b>G.1.3.11</b>	Describe ways natural and human-made disasters in one place affect people living in other places (e.g., war and natural disasters affecting food supply).	

Standards		Weekly Issues
<b>History</b>		
<p><b>H.1</b> 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>		
<b>H.1.3.1</b>	<p>Create historical narratives using chronological sequences of events across Arkansas and/or the world. Events may include:</p> <ul style="list-style-type: none"> <li>● Formation of the thirteen colonies*</li> <li>● Founding of the United States in 1776</li> <li>● Arkansas statehood</li> <li>● Louisiana Purchase*</li> <li>● Civil War</li> <li>● Emancipation Proclamation*</li> <li>● Gettysburg Address*</li> <li>● Invention of the lightbulb</li> <li>● Human mastery of flight</li> <li>● Declaration of Human Rights</li> <li>● Formation of the United Nations</li> <li>● Discovery of DNA</li> </ul>	<p>5: Engage in Your Own Inquiry 27: Eyewitness to Change Over time</p>
<b>H.1.3.2</b>	<p>Explain the historical significance of people and events using timelines. People and events may include:</p> <ul style="list-style-type: none"> <li>● Historical Arkansans: Colonel Faulkner, Hattie Caraway*, Bill Clinton*</li> <li>● Historical Americans: George Washington*, Thomas Jefferson, Harriet Tubman, Dr. Martin Luther King, Jr.</li> <li>● Historical events: the Boston Tea Party*, American Revolution*, Civil War*, Reconstruction*</li> </ul>	<p>22: Timelines</p>
<b>H.1.3.3</b>	<p>Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).</p>	<p>2: Sources 24: Communities Over Time 31: Transportation Over Time</p>
<b>H.1.3.4</b>	<p>Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United States and Arkansas</p> <ul style="list-style-type: none"> <li>● Indigenous peoples such as the Caddo*, Quapaw*, Osage*, and Cherokee*</li> <li>● Harriet Tubman*</li> <li>● Clara Barton</li> <li>● Rosa Parks*</li> <li>● Eleanor Roosevelt*</li> <li>● Dr. Martin Luther King, Jr.*</li> </ul>	<p>25: People Who Influence Communities 27: Eyewitness to Change Over Time</p>

Standards		Weekly Issues
<b>H.1.3.5</b>	Investigate relationships of state and national symbols, holidays, and historic places to historical events. <ul style="list-style-type: none"> <li>• Liberty Bell</li> <li>• Fourth of July</li> <li>• Daisy Bates Day</li> <li>• Little Rock Nine</li> <li>• Little Rock</li> </ul>	
<b>H.1.3.6</b>	Identify and explain multiple perspectives in historical Narratives.	2: Sources
<b>H.1.3.7</b>	Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.	2: Sources 5: Engage in Your Own Inquiry
<b>H.1.3.8</b>	Discuss the intended audience and purpose of primary and secondary sources.	2: Sources
<b>Inquiry</b>		
<b>Dimension 1.1</b>	Construct compelling questions that promote inquiry around key ideas and issues	1: Developing Inquiries 5: Engage in Your Own Inquiry
<b>Dimension 1.2</b>	Develop supporting questions that contribute to inquiry: identifying facts, concepts, an interpretations	1: Developing Inquiries 5: Engage in Your Own Inquiry
<b>Dimension 1.3</b>	Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view	1: Developing Inquiries 5: Engage in Your Own Inquiry
<b>Dimension 3.4</b>	Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	1: Developing Inquiries 2: Sources 5: Engage in Your Own Inquiry 23: Using Charts, Maps and Dates
<b>Dimension 3.5</b>	Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry
<b>Dimension 4.6</b>	Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies	1: Developing Inquiries 3: Examining Evidence and Communicating Conclusions 5: Engage in Your Own Inquiry

Standards		Weekly Issues
<b>Dimension 4.7</b>	Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others	4: Take Action 5: Engage in Your Own Inquiry
<b>Dimension 4.8</b>	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	1: Developing Inquiries 2: Sources 3: Examining Evidence and Communicating Conclusions 4: Take Action 5: Engage in Your Own Inquiry 13: Inquiry: Research a Tribal, State, or Local Government 26: Problem Solving 32: Inquiry: Interdependence in Your Community

Standards		Weekly Issues
<b>Civics</b>		
<p><b>C.1</b> 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>		
<b>C.1.4.1</b>	<p>Explain the rights and responsibilities citizens have according to the Declaration of Independence, U.S. Constitution, and Bill of Rights:</p> <ul style="list-style-type: none"> <li>• Freedoms (religion, speech, press, peaceable assembly)</li> <li>• Rights (personal protection, fair trial by jury, vote, fair and equal treatment under the law)</li> <li>• Responsibility to respect the rights and property of others</li> </ul>	20: Foundations of Government and Law 23: Citizens 24: Responsibilities of Citizens
<b>C.1.4.2</b>	<p>Explain the responsibilities government officials have to follow the law, to protect the rights of citizens, and to have integrity in different branches of government at various levels (i.e., local, state, federal).</p>	23: Citizens 24: Responsibilities of Citizens
<b>C.1.4.3</b>	<p>Compare state and federal governments' origins, functions, and structures.</p>	21: Structure and Functions of Government 22: Tribal, State and Local Governments 25: Guided Inquiry: Road to Statehood and Government
<b>C.1.4.4</b>	<p>Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:</p> <ul style="list-style-type: none"> <li>• American and Arkansas flags</li> <li>• Flag etiquette</li> <li>• Star Spangled Banner</li> <li>• Recitation of Pledge of Allegiance</li> <li>• Statue of Liberty</li> <li>• Arkansas motto and state seal</li> </ul>	30: Symbols and Landmarks 31: Celebrations and Remembrance 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
<b>C.1.4.5</b>	<p>Evaluate changes in citizens' rights and responsibilities over time.</p>	20: Foundations of Government and Law 24: Responsibilities of Citizens
<b>C.1.4.6</b>	<p>Evaluate decision-making processes such as used for acting upon civic problems.</p>	21: Structure and Functions of Government 24: Responsibilities of Citizens
<b>C.1.4.7</b>	<p>Compare the processes for creating rules and laws at the local and state levels:</p> <ul style="list-style-type: none"> <li>• city ordinance v. state law</li> <li>• city council v. state legislators</li> </ul>	22: Tribal, State, and Local Governments
<b>C.1.4.8</b>	<p>Examine the relationship between people and rules/laws.</p>	21: Structure and Functions of Government

Standards		Weekly Issues
<b>C.1.4.9</b>	Analyze group actions and responses to local, state, national, and/or global problems.	23: Citizens 29: Contributions of Individuals and Groups
<b>Economics</b>		
<b>E.1</b> 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.		
<b>E.1.4.1</b>	Analyze the effects of scarcity and opportunity cost during the decision-making process.	15: Economic Principles
<b>E.1.4.2</b>	Apply an economic decision-making model when making decisions such as the PACED decision-making.	18: Economic Systems
<b>E.1.4.3</b>	Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.	16: Economic Activities 17: Personal Finance
<b>E.1.4.4</b>	Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard's.	16: Economic Activities 19: Guided Inquiry: Economy of My State
<b>E.1.4.5</b>	Explain effects of supply and demand on prices.	18: Economic Systems
<b>E.1.4.6</b>	Compare methods of exchange in the United States and around the world (e.g., money, currency, bartering, metals, markets).	18: Economic Systems
<b>E.1.4.7</b>	Describe the types of financial institutions and their roles in an economy (e.g., banks, Federal Reserve, credit unions, investment firms).	17: Personal Finance
<b>E.1.4.8</b>	Examine ways governments pay for the goods and services they provide through taxation and fees.	14: Needs and Wants
<b>E.1.4.9</b>	Explain the meaning of inflation, deflation, and unemployment.	
<b>E.1.4.10</b>	Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).	15: Economic Principles 19: Guided Inquiry: Economy of My State



Standards		Weekly Issues
<b>E.1.4.11</b>	Explain effects of increasing economic interdependence on different groups within a nation, which may include Arkansas's agricultural industry and its impact on natural resources, increased competition, and the shift in labor force.	15: Economic Principles 19: Guided Inquiry: Economy of My State
<b>Geography</b>		
<b>G.1</b> 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.		
<b>G.1.4.1</b>	Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map.	7: Location
<b>G.1.4.2</b>	Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).	6: Geographic Skills 8: Physical Characteristics 9: Regions of the United States 10: Human Characteristics 13: Guided Inquiry: Physical and Human Characteristics of My State
<b>G.1.4.3</b>	Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale.	6: Geographic Skills 9: Regions of the United States 10: Human Characteristics
<b>G.1.4.4</b>	Analyze effects of human impact on the environment over time including deforestation/reforestation, flood control, pollution, and urbanization.	10: Human Characteristics
<b>G.1.4.5</b>	Compare the cultural characteristics of various places and region from around the world.	12: Culture
<b>G.1.4.6</b>	Analyze ways physical characteristics affect population distribution in Arkansas, the United States, and the world.	11: Movement
<b>G.1.4.7</b>	Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).	8: Physical Characteristics 11: Movement
<b>G.1.4.8</b>	Determine effects of movement and distribution of people, goods, and ideas on various places using geographic sources such as maps, satellite images, and geospatial technologies.	6: Geographic Skills 11: Human Characteristics

Standards		Weekly Issues
<b>G.1.4.9</b>	Compare push-pull factors that influenced immigration to and migration within the United States, which may include: <ul style="list-style-type: none"> <li>• natural resources</li> <li>• employment opportunities</li> <li>• political freedom</li> <li>• economic freedom</li> <li>• religious freedom</li> </ul>	11: Human Characteristics
<b>G.1.4.10</b>	Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).	6: Geographic Skills 9: Regions of the United States
<b>G.1.4.11</b>	Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters.	8: Physical Characteristics 13: Guided Inquiry: Physical and Human Characteristics of My State
<b>History</b>		
<b>H.1</b> 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.		
<b>H.1.4.1</b>	Create historical narratives using chronological sequences of related events in Arkansas and/or the world. <ul style="list-style-type: none"> <li>• Trail of Tears* and the Indian Removal Act*</li> <li>• Arkansas Suffrage Movement and the 19th Amendment</li> <li>• Civil Rights Movement*</li> <li>• Brown vs. the Board of Education* and Little Rock Nine*</li> </ul>	5: Engaging in Your Own Inquiry
<b>H.1.4.2</b>	Interpret timelines to show relationships among people, events, and movements in Arkansas and/or the world between 1850-1880: <ul style="list-style-type: none"> <li>• In U.S. history, national expansion and reform, pioneer life*, slavery*</li> <li>• In Arkansas history, The Arkansas Traveler</li> </ul>	28: Conflict and Cooperation
<b>H.1.4.3</b>	Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).	27: Change Over Time 28: Conflict and Cooperation

Standards		Weekly Issues
<b>H.1.4.4</b>	Analyze the impact of individuals and events on the past, present, and future <ul style="list-style-type: none"> <li>• Thomas Jefferson*</li> <li>• Alexander Hamilton*</li> <li>• Thomas Paine*</li> <li>• James and Dolley Madison*</li> <li>• Abraham Lincoln*</li> <li>• Role of women such as Mary Jackson, Katherine Johnson, and Dorothy Vaughan in STEM careers)</li> </ul>	29: Contributions of Individuals and Groups
<b>H.1.4.5</b>	Reference historic places and national parks to guide inquiry about history. <ul style="list-style-type: none"> <li>• Toltec Mounds</li> <li>• Hot Springs National Park</li> <li>• Ouachita National Forest</li> </ul>	30: Symbols and Landmarks
<b>H.1.4.6</b>	Describe how perspectives of different individuals and groups shaped the historical sources they created.	2: Historical Inquiry Sources 4: Using Evidence to Communicate Conclusions 28: Conflict and Cooperation
<b>H.1.4.7</b>	Identify reasons that individuals and groups developed differing perspectives during the same historical period.	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 28: Conflict and Cooperation 29: Contributions of Individuals and Groups
<b>H.1.4.8</b>	H.1.4.8 Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.	32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State
<b>H.1.4.9</b>	Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions
<b>Inquiry</b>		
<b>Dimension 1.1</b>	Construct compelling questions that promote inquiry around key ideas and issues	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence

Standards		Weekly Issues
<b>Dimension 1.2</b>	Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	3: Analyzing and Evaluating Evidence
<b>Dimension 1.3</b>	Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 26: Chronology
<b>Dimension 3.4</b>	Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 26: Chronology
<b>Dimension 3.5</b>	Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations	3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions
<b>Dimension 4.6</b>	Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies	1: Developing Questions and Planning Inquiries 3: Analyzing and Evaluating Evidence
<b>Dimension 4.7</b>	Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others	3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions
<b>Dimension 4.8</b>	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	1: Developing Questions and Planning Inquiries 2: Historical Inquiry Sources 3: Analyzing and Evaluating Evidence 4: Using Evidence to Communicate Conclusions 13: Guided Inquiry: Physical and Human Characteristics of My State 19: Guided Inquiry: Economy of My State 25: Guided Inquiry: Road to Statehood and Government 32: Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State

Standards		Weekly Issues
<b>Geography</b>		
<b>G.2</b>	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	6: Life in the Americas 7: Government and Culture in North America 10: The Age of Encounters 11: Consequences of Contact 13: Jamestown 14: Colonial Life 31: America on the Move
<b>G.2.5.1</b>	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.	
<b>G.2.5.2</b>	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).	
<b>G.2.5.3</b>	Collect geographic data to explain a pattern or phenomenon or to ask or answer a geographic question (e.g., surveys, population density, physical boundaries)	13: Jamestown 31: America on the Move
<b>G.2.5.4</b>	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.	6: Life in the Americas 7: Government and Culture in North America 11: Consequences of Contact 13: Jamestown 14: Colonial Life
<b>G.2.5.5</b>	Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments. This may include maps, charts, and graphs.	10: The Age of Encounters 13: Jamestown 14: Colonial Life
<b>G.2.5.6</b>	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.	6: Life in the Americas 14: Colonial Life

Standards		Weekly Issues
<b>G.2.5.7</b>	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.	
<b>G.2.5.8</b>	Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).	11: Consequences of Contact 13: Jamestown 14: Colonial Life 31: America on the Move
<b>G.2.5.9</b>	Explain the influence of geography on current events and issues and future planning using maps, charts, and available geospatial technologies.	
<b>G.3</b>	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.	6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 30: The New Nation 31: America on the Move
<b>G.3.5.1</b>	Interpret demographic data (e.g., population pyramids) to explain variations of populations in different states, places, and regions.	31: America on the Move
<b>G.3.5.2</b>	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.	30: The New Nation 31: America on the Move
<b>G.3.5.3</b>	Identify how natural disasters and other environmental changes have influenced the responses, laws, and/or decisions of political leaders in a region.	

Standards		Weekly Issues
<b>G.3.5.4</b>	<p>Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>• Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>• Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul>	<p>6: Life in the Americas            7: Government and Culture in North America            11: Consequences of Contact            12: The Colonies and Their Founding            13: Jamestown</p>
<b>G.3.5.5</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• Arkansas River Valley (e.g., agriculture, coal, natural gas, water)</li> <li>• Crowley’s Ridge (e.g., agriculture)</li> <li>• Mississippi Alluvial Plain (Delta) (e.g., agriculture, waterfowl, fish)</li> <li>• Ouachita Mountains (e.g., thermal springs, timber, quartz)</li> <li>• Ozark Mountains (e.g., minerals, natural gas)</li> <li>• West Gulf Coastal Plain (Timberlands) (e.g., bromine, diamonds, timber, bauxite, oil, wild game)</li> </ul>	<p>8: Trade and Economics in North America            11: Consequences of Contact            12: The Colonies and Their Founding            13: Jamestown            14: Colonial Life</p>
<b>G.3.5.6</b>	<p>Compare advantages and disadvantages of one location over another for access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship).</p>	
<b>G.3.5.7</b>	<p>Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global.</p>	<p>8: Trade and Economics in North America            31: America on the Move</p>
<b>G.3.5.8</b>	<p>Examine physical and human characteristics that influence the division and control of the Earth’s surface:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Land use</li> <li>• Ethnicity</li> <li>• National identities</li> <li>• Natural land barriers (e.g., mountains, rivers, valleys)</li> <li>• Military</li> <li>• Politics</li> </ul>	<p>16: Conflicts and Compromise in North America            17: Clash of the Empires            18: Consequences of the French and Indian War</p>
<b>G.3.5.9</b>	<p>Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p>	<p>16: Conflicts and Compromise in North America            17: Clash of the Empires            18: Consequences of the French and Indian War            30: The New Nation            31: America on the Move</p>

Standards		Weekly Issues
<b>G.3.5.10</b>	Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.	16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 30: The New Nation 31: America on the Move
<b>G.4</b>	Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.	6: Life in the Americas 7: Government and Culture in North America 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 31: America on the Move
<b>G.4.5.1</b>	Examine ways people and cultures depend on, adapt to, and interact with the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication).	6: Life in the Americas 7: Government and Culture in North America 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 31: America on the Move
<b>G.4.5.2</b>	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.	31: America on the Move
<b>G.4.5.3</b>	Research and evaluate the impact globalization has on states, nations, and regions, including free trade, outsourcing, multinational corporations, and international supply chains.	
<b>G.4.5.4</b>	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.	
<b>G.4.5.5</b>	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).	



Standards		Weekly Issues
<b>G.4.5.6</b>	Evaluate the sustainability of resources achieved through civic actions.	
<b>Civics</b>		
<b>C.1</b>	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.	21: The Shot Heard 'Round the World 23: Independence and Revolution: The Government 27: The Founders and Process 28: The Constitution 29: The Bill of Rights
<b>C.2</b>	Students will understand the structure and functions of various types of government and how they exercise their powers.	19: The Acts of Parliament 20: The Actions of the Colonies 27: The Founders and Process 28: The Constitution 29: The Bill of Rights
<b>C.3</b>	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.	27: The Founders and Process 28: The Constitution 29: The Bill of Rights
<b>C.4</b>	Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.	28: The Constitution
<b>C.5</b>	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.	27: The Founders and Process
<b>C.6</b>	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.	7: Government and Culture in North America
<b>Economics</b>		
<b>E.1</b>	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.	11: Consequences of Contact

Standards		Weekly Issues
<b>History</b>		
<b>H.1</b>	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.	6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 10: The Age of Encounters 11: Consequences of Contact 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 27: The Founders and Process 28: The Constitution 29: The Bill of Rights 30: The New Nation 31: America on the Move
<b>H.2</b>	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.	6: Life in the Americas 7: Government and Culture in North America 8: Trade and Economics in North America 10: The Age of Encounters 11: Consequences of Contact 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
<b>H.3</b>	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	10: The Age of Encounters 12: The Colonies and Their Founding 13: Jamestown 14: Colonial Life 16: Conflicts and Compromise in North America 17: Clash of the Empires 18: Consequences of the French and Indian War 19: The Acts of Parliament 20: The Actions of the Colonies 21: The Shot Heard 'Round the World 22: Guided Inquiry: The Road to Revolution 23: Independence and Revolution: The Government 24: Independence and Revolution: The People 25: Independence and Revolution: The Military 26: Outcomes of the American Revolution 27: The Founders and Process 28: The Constitution 29: The Bill of Rights 30: The New Nation 31: America on the Move 32: Guided Inquiry: Changes in the United States
<b>Inquiry</b>		
<b>Dimension 1.1</b>	Construct compelling questions that promote inquiry around key ideas and issues	1: Developing Questions and Planning Inquiries 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
<b>Dimension 1.2</b>	Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	1: Developing Questions and Planning Inquiries 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
<b>Dimension 1.3</b>	Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view	1: Developing Questions and Planning Inquiries 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
<b>Dimension 3.4</b>	Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	2: Historical Inquiry Sources 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
<b>Dimension 3.5</b>	Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations	2: Historical Inquiry Sources 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States

Standards		Weekly Issues
<b>Dimension 4.6</b>	Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies	3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
<b>Dimension 4.7</b>	Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others	3: Analyzing and Evaluating Evidence 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States
<b>Dimension 4.8</b>	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	1: Developing Questions and Planning Inquiries 4: Communicating Conclusions 5: Engaging in Your Own Inquiry 9: Guided Inquiry: Lives of North American Indians 15: Guided Inquiry: Life in the British Colonies 22: Guided Inquiry: The Road to Revolution 32: Guided Inquiry: Changes in the United States

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	I Am a Member of a Community	<p><b>C.1.K.1</b> Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.</p> <p><b>C.1.K.4</b> Demonstrate responsibilities of being a good citizen at school.</p> <p><b>C.1.K.5</b> Follow agreed-upon rules for listening and having a discussion in the classroom.</p> <p><b>C.1.K.6</b> Discuss the need for rules.</p>
2	Authority Figures	<p><b>C.1.K.1</b> Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.</p> <p><b>C.1.K.2</b> Identify the characteristics and responsibilities of a leader.</p> <p><b>C.1.K.8</b> Discuss the importance of problem solving related to classroom issues.</p>
3	What Are Rules?	<p><b>C.1.K.1</b> Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.</p> <p><b>C.1.K.4</b> Demonstrate responsibilities of being a good citizen at school.</p> <p><b>C.1.K.5</b> Follow agreed-upon rules for listening and having a discussion in the classroom.</p> <p><b>C.1.K.6</b> Discuss the need for rules.</p>
4	What Are Laws?	<p><b>C.1.K.1</b> Identify the purpose of classroom or school rules in establishing communities and ways of living and working together.</p> <p><b>C.1.K.6</b> Discuss the need for rules.</p>
<b>Unit 2: Civics and Government</b>		
5	Government	<b>C.1.K.2</b> Identify the characteristics and responsibilities of a leader.
6	Important Documents	<b>C.1.K.2</b> Identify the characteristics and responsibilities of a leader.
7	Learning and Working Together	<p><b>C.1.K.4</b> Demonstrate responsibilities of being a good citizen at school.</p> <p><b>C.1.K.5</b> Follow agreed-upon rules for listening and having a discussion in the classroom.</p>

Week	Title	Standards Covered
		<b>C.1.K.8</b> Discuss the importance of problem solving related to classroom issues.
8	Citizens	<p><b>C.1.K.4</b> Demonstrate responsibilities of being a good citizen at school.</p> <p><b>C.1.K.7</b> Discuss ways people improve communities which may include:</p> <ul style="list-style-type: none"> <li>• being a good neighbor</li> <li>• volunteering/helping</li> <li>• recycling</li> <li>• donating personal items/toys</li> </ul>
9	Characteristics of Responsible Citizens	<p><b>C.1.K.2</b> Identify the characteristics and responsibilities of a leader.</p> <p><b>C.1.K.7</b> Discuss ways people improve communities which may include:</p> <ul style="list-style-type: none"> <li>• being a good neighbor</li> <li>• volunteering/helping</li> <li>• recycling</li> <li>• donating personal items/toys</li> </ul>
<b>Unit 3: Symbols and Celebrations</b>		
10	Patriotism	<p><b>C.1.K.3</b> Recognize state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• Star Spangled Banner*</li> <li>• Recitation of Pledge of Allegiance</li> <li>• Arkansas flag</li> <li>• Apple Blossom</li> <li>• Honey Bee</li> <li>• Mockingbird</li> <li>• Pine Tree</li> </ul>
11	National Symbols	<p><b>C.1.K.3</b> Recognize state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> <li>• American flag</li> <li>• Star Spangled Banner*</li> <li>• Recitation of Pledge of Allegiance</li> <li>• Arkansas flag</li> <li>• Apple Blossom</li> <li>• Honey Bee</li> <li>• Mockingbird</li> <li>• Pine Tree</li> </ul>

Week	Title	Standards Covered
12	National Patriotic Holidays	<p><b>H.1.K.5</b> Identify the purpose of national holidays and describe the people or events celebrated.</p> <ul style="list-style-type: none"> <li>• Independence Day</li> <li>• Thanksgiving</li> <li>• Memorial Day</li> <li>• Dr. Martin Luther King, Jr. Day</li> <li>• President's Day</li> <li>• Veteran's Day</li> </ul>
<b>Unit 4: Geography</b>		
13	Map Skills	<b>G.1.K.1</b> Describe familiar places using words that communicate location (e.g., beside, past, before), direction (e.g., right/left), and distance (e.g., long/short).
14	Location	<b>G.1.K.1</b> Describe familiar places using words that communicate location (e.g., beside, past, before), direction (e.g., right/left), and distance (e.g., long/short).
15	Finding Places Around Me	<b>G.1.K.1</b> Describe familiar places using words that communicate location (e.g., beside, past, before), direction (e.g., right/left), and distance (e.g., long/short).
16	Physical Characteristics of a Place	<b>G.1.K.2</b> Identify and describe the physical characteristics of a place such as rivers, mountains, and forests using maps, globes, and photographs.
17	Weather	<b>G.1.K.6</b> Identify the influence of weather and climate on people's daily lives.
18	Human Characteristics of a Place	<p><b>G.1.K.4</b> Describe ways humans have impacted the environment</p> <ul style="list-style-type: none"> <li>• planting trees</li> <li>• reducing waste</li> <li>• littering</li> <li>• polluting</li> </ul>
19	My Place on the Map	
<b>Unit 5: Time and Chronology</b>		
20	Calendars	<p><b>H.1.K.1</b> Discuss a sequence of events using chronological terms such as first, next, last, before, after. Sequence of events may include:</p> <ul style="list-style-type: none"> <li>• Daily classroom activities</li> <li>• Significant events in students' lives</li> <li>• Typical day in the life of the student</li> </ul> <p><b>H.1.K.2</b> Develop a timeline to sequence significant events in students' lives.</p>



Week	Title	Standards Covered
21	Words About Time	<p><b>H.1.K.1</b> Discuss a sequence of events using chronological terms such as first, next, last, before, after. Sequence of events may include:</p> <ul style="list-style-type: none"> <li>• Daily classroom activities</li> <li>• Significant events in students' lives</li> <li>• Typical day in the life of the student</li> </ul> <p><b>H.1.K.2</b> Develop a timeline to sequence significant events in students' lives.</p>
22	Changes Over Time	<p><b>H.1.K.1</b> Discuss a sequence of events using chronological terms such as first, next, last, before, after. Sequence of events may include:</p> <ul style="list-style-type: none"> <li>• Daily classroom activities</li> <li>• Significant events in students' lives</li> <li>• Typical day in the life of the student</li> </ul> <p><b>H.1.K.2</b> Develop a timeline to sequence significant events in students' lives.</p> <p><b>H.1.K.6</b> Identify the different points of view represented in a single historical event.</p>
<b>Unit 6: History</b>		
23	History	<p><b>H.1.K.7</b> Describe materials and methods that allow people to learn about the past (e.g., photos, artifacts, diaries, oral history, stories).</p> <p><b>H.1.K.8</b> Compare the differences in sources of information from the present and the past (e.g., telegraph, pony express, newspaper, telephone, TV, Internet).</p>
24	Life Long Ago and Today	<p><b>H.1.K.1</b> Discuss a sequence of events using chronological terms such as first, next, last, before, after. Sequence of events may include:</p> <ul style="list-style-type: none"> <li>• Daily classroom activities</li> <li>• Significant events in students' lives</li> <li>• Typical day in the life of the student</li> </ul> <p><b>H.1.K.3</b> Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).</p> <p><b>H.1.K.6</b> Identify the different points of view represented in a single historical event.</p>
25	Inventors	<p><b>H.1.K.3</b> Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).</p>
26	Transportation Over Time	

Week	Title	Standards Covered
<b>Unit 7: Culture</b>		
27	Culture	<p><b>G.1.K.5</b> Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.</p> <p><b>G.1.K.8</b> Identify people, goods, and ideas that move from place to place.</p>
28	Holidays Around the World	<p><b>G.1.K.5</b> Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions.</p>
<b>Unit 8: Economics</b>		
29	Needs and Wants	<p><b>E.1.K.1</b> Discuss needs and wants and how they are restricted by limited resources.</p>
30	Economics	<p><b>E.1.K.1</b> Discuss needs and wants and how they are restricted by limited resources.</p> <p><b>E.1.K.2</b> State the reasons behind making a personal decision.</p> <p><b>E.1.K.3</b> Identify ways people create goods and services.</p> <p><b>E.1.K.5</b> Identify ways people buy and sell goods (i.e., markets).</p> <p><b>E.1.K.8</b> Discuss examples of goods and services.</p> <p><b>E.1.K.10</b> Identify where products used in daily life are produced.</p>
31	Jobs	
32	Spending and Saving	<p><b>E.1.K.2</b> State the reasons behind making a personal decision.</p> <p><b>E.1.K.6</b> Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.</p> <p><b>E.1.K.7</b> Identify the reasons for and places where people save money (e.g., piggy banks, wallets, banks).</p>

Week	Title	Standards Covered
<b>Unit 1: Communities</b>		
1	Community	<p><b>C.1.1.1</b> Connect classroom rules and a student handbook as documents that establish the values of fairness and equality in a school community.</p> <p><b>C.1.1.5</b> Identify personal responsibilities of being a good citizen in the community.</p> <p><b>C.1.1.8</b> Describe ways people impact communities which may include:</p> <ul style="list-style-type: none"> <li>• welcoming a new classmate/neighbor</li> <li>• developing classroom rules and procedures</li> <li>• contributing unused food to a food bank</li> <li>• picking up trash</li> </ul> <p><b>C.1.1.9</b> Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks.</p>
2	Authority Figures	<p><b>C.1.1.2</b> Describe the roles of people who hold positions of authority which may include:</p> <ul style="list-style-type: none"> <li>• Teachers lead a classroom and help students learn</li> <li>• School principal makes decisions for the school</li> <li>• Police officers protect and serve their communities</li> <li>• Fire/rescue workers help people in need</li> </ul> <p><b>C.1.1.9</b> Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks.</p>
3	Rules and Laws	<p><b>C.1.1.1</b> Connect classroom rules and a student handbook as documents that establish the values of fairness and equality in a school community.</p> <p><b>C.1.1.7</b> Explain the purpose of rules and laws.</p>
<b>Unit 2: Civics and Government</b>		
4	Government	<p><b>C.1.1.2</b> Describe the roles of people who hold positions of authority which may include:</p> <ul style="list-style-type: none"> <li>• Teachers lead a classroom and help students learn</li> <li>• School principal makes decisions for the school</li> <li>• Police officers protect and serve their communities</li> <li>• Fire/rescue workers help people in need</li> </ul> <p><b>C.1.1.3</b> Discuss the purpose of government.</p> <p><b>C.1.1.6</b> Follow agreed-upon rules for listening, consensus building, and voting procedures in the classroom.</p>

Week	Title	Standards Covered
5	Government Services	<p><b>C.1.1.3</b> Discuss the purpose of government.</p> <p><b>C.1.1.9</b> Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks.</p> <p><b>E.1.1.8</b> Identify examples of public goods and services that governments provide</p> <ul style="list-style-type: none"> <li>● police officers</li> <li>● roads</li> <li>● traffic lights</li> <li>● state parks</li> <li>● clean air/water</li> <li>● public education</li> </ul>
6	Founders	<b>C.1.1.3</b> Discuss the purpose of government.
7	Important Documents	
8	Citizens	<p><b>C.1.1.5</b> Identify personal responsibilities of being a good citizen in the community.</p> <p><b>C.1.1.8</b> Describe ways people impact communities which may include:</p> <ul style="list-style-type: none"> <li>● welcoming a new classmate/neighbor</li> <li>● developing classroom rules and procedures</li> <li>● contributing unused food to a food bank</li> <li>● picking up trash</li> </ul>
9	Characteristics of Responsible Citizens	<b>C.1.1.1</b> Connect classroom rules and a student handbook as documents that establish the values of fairness and equality in a school community.
10	Responsible Citizens in History	<p><b>H.1.1.4</b> Retell stories of historical events, American legends, and people who played a role in history. This may include:</p> <ul style="list-style-type: none"> <li>● Pocahontas</li> <li>● Sacagawea</li> <li>● Lewis and Clark*</li> <li>● Hernando de Soto*</li> <li>● Henri de Tonti*</li> <li>● Paul Revere*</li> <li>● Benjamin Franklin</li> <li>● Booker T. Washington</li> <li>● Frederick Douglass*</li> </ul>

Week	Title	Standards Covered
<b>Unit 3: Symbols and Celebrations</b>		
11	Patriotism	<p><b>C.1.1.4</b> Describe state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● “Arkansas” by Eva Ware Barnett</li> <li>● White-Tailed Deer</li> <li>● Milk</li> <li>● Square Dance</li> <li>● Diamond</li> </ul>
12	National Patriotic Symbols	<p><b>C.1.1.4</b> Describe state and national symbols and patriotic songs:</p> <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● “Arkansas” by Eva Ware Barnett</li> <li>● White-Tailed Deer</li> <li>● Milk</li> <li>● Square Dance</li> <li>● Diamond</li> </ul> <p><b>H.1.1.5</b> Explain the significance of national holidays and the achievement of people associated with them.</p>
13	National Patriotic Holidays	<p><b>H.1.1.5</b> Explain the significance of national holidays and the achievement of people associated with them.</p>
<b>Unit 4: Geography</b>		
14	Map Skills	<p><b>G.1.1.1</b> Show relationships between familiar places using map keys, legends, compass rose, and directional words.</p> <p><b>G.1.1.3</b> Create and label maps of local areas using titles, symbols, legends, and a compass rose.</p>
15	Location	<p><b>G.1.1.1</b> Show relationships between familiar places using map keys, legends, compass rose, and directional words.</p> <p><b>G.1.1.3</b> Create and label maps of local areas using titles, symbols, legends, and a compass rose.</p>
16	Physical Characteristics of a Place	<p><b>G.1.1.1</b> Show relationships between familiar places using map keys, legends, compass rose, and directional words.</p>

Week	Title	Standards Covered
		<b>G.1.1.2</b> Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.
17	Human Characteristics of a Place	<p><b>G.1.1.2</b> Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.</p> <p><b>G.1.1.3</b> Create and label maps of local areas using titles, symbols, legends, and a compass rose.</p> <p><b>G.1.1.4</b> Interpret effects of human impact on the environment.</p>
18	Adapting to Our Environment	<p><b>G.1.1.4</b> Interpret effects of human impact on the environment.</p> <p><b>G.1.1.6</b> Describe the influence of weather, climate, and physical characteristics on people’s daily lives.</p>
19	Geography of Our Community	<p><b>G.1.1.2</b> Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs.</p> <p><b>G.1.1.6</b> Describe the influence of weather, climate, and physical characteristics on people’s daily lives.</p> <p><b>G.1.1.7</b> Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.</p>
<b>Unit 5: History</b>		
20	Calendars	<b>H.1.1.2</b> Create timelines to sequence events from different times using chronological terms.
21	Changes Over Time	<p><b>H.1.1.1</b> Explain similarities and differences of everyday life in different times using chronological terms. This may include:</p> <ul style="list-style-type: none"> <li>● Daily tasks</li> <li>● Food</li> <li>● Clothing</li> <li>● Transportation</li> <li>● Communication</li> <li>● Recreation</li> <li>● Celebrations</li> </ul> <p><b>H.1.1.2</b> Create timelines to sequence events from different times using chronological terms.</p> <p><b>H.1.1.3</b> Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).</p>

Week	Title	Standards Covered
22	History	<p><b>H.1.1.2</b> Create timelines to sequence events from different times using chronological terms.</p> <p><b>H.1.1.4</b> Retell stories of historical events, American legends, and people who played a role in history. This may include:</p> <ul style="list-style-type: none"> <li>● Pocahontas</li> <li>● Sacagawea</li> <li>● Lewis and Clark*</li> <li>● Hernando de Soto*</li> <li>● Henri de Tonti*</li> <li>● Paul Revere*</li> <li>● Benjamin Franklin</li> <li>● Booker T. Washington</li> <li>● Frederick Douglass*</li> </ul> <p><b>H.1.1.6</b> Discuss different accounts of the same historical event.</p> <p><b>H.1.1.7</b> Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history).</p> <p><b>H.1.1.8</b> Identify ways that a historian can determine the time, place, and credibility of a source (e.g., publication date, author, place of origin, accuracy of facts).</p>
23	Life Long Ago and Today	<p><b>H.1.1.1</b> Explain similarities and differences of everyday life in different times using chronological terms. This may include:</p> <ul style="list-style-type: none"> <li>● Daily tasks</li> <li>● Food</li> <li>● Clothing</li> <li>● Transportation</li> <li>● Communication</li> <li>● Recreation</li> <li>● Celebrations</li> </ul> <p><b>H.1.1.3</b> Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).</p>
24	Communication Over Time	<p><b>H.1.1.1</b> Explain similarities and differences of everyday life in different times using chronological terms. This may include:</p> <ul style="list-style-type: none"> <li>● Daily tasks</li> <li>● Food</li> <li>● Clothing</li> <li>● Transportation</li> <li>● Communication</li> <li>● Recreation</li> <li>● Celebrations</li> </ul>

Week	Title	Standards Covered
		<p><b>G.1.1.8</b> Discuss reasons and methods people, goods, and ideas move from place to place.</p> <p><b>H.1.1.3</b> Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).</p>
<b>Unit 6: Culture</b>		
25	Culture	<p><b>G.1.1.5</b> Discuss how cultural characteristics contribute to diversity in a community, place, or region.</p> <p><b>H.1.1.7</b> Draw conclusions about life in the past using historical records and artifacts (e.g., photos, diaries, oral history).</p>
26	Folktales and Legends	<p><b>H.1.1.4</b> Retell stories of historical events, American legends, and people who played a role in history. This may include:</p> <ul style="list-style-type: none"> <li>● Pocahontas</li> <li>● Sacagawea</li> <li>● Lewis and Clark*</li> <li>● Hernando de Soto*</li> <li>● Henri de Tonti*</li> <li>● Paul Revere*</li> <li>● Benjamin Franklin</li> <li>● Booker T. Washington</li> <li>● Frederick Douglass*</li> </ul>
<b>Unit 7: Economics</b>		
27	Needs and Wants	<p><b>E.1.1.2</b> List costs and benefits of making a decision.</p> <p><b>E.1.1.6</b> Classify exchanges consumers make as monetary or bartering.</p> <p><b>E.1.1.9</b> Identify reasons why people trade goods and services between countries.</p>
28	Economics	<p><b>E.1.1.5</b> Recognize that markets exist when buyers and sellers exchange goods and services.</p> <p><b>E.1.1.6</b> Classify exchanges consumers make as monetary or bartering.</p>
29	Economic Choices	<p><b>E.1.1.1</b> Identify examples of scarcity and opportunity cost.</p> <p><b>E.1.1.2</b> List costs and benefits of making a decision.</p> <p><b>E.1.1.6</b> Classify exchanges consumers make as monetary or bartering.</p>



Week	Title	Standards Covered
30	Jobs	<p><b>E.1.1.3</b> Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p><b>E.1.1.4</b> Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago.</p> <p><b>G.1.1.8</b> Discuss reasons and methods people, goods, and ideas move from place to place.</p> <p><b>G.1.1.9</b> Discuss how the products that are consumed connect the local community to other parts of the country and rest of the world such as clothes, toys, and food.</p>
31	Workers Contribute to the Economy	<p><b>E.1.1.3</b> Discuss the importance of human capital (i.e., knowledge, skills, education, experience) and the relationship between work and income.</p> <p><b>E.1.1.4</b> Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago.</p> <p><b>E.1.1.5</b> Recognize that markets exist when buyers and sellers exchange goods and services.</p> <p><b>G.1.1.8</b> Discuss reasons and methods people, goods, and ideas move from place to place.</p> <p><b>G.1.1.9</b> Discuss how the products that are consumed connect the local community to other parts of the country and rest of the world such as clothes, toys, and food.</p>
32	Spending and Saving	<p><b>E.1.1.7</b> Discuss the reasons why and the tools and techniques people use to save money.</p>

Week	Title	Standards Covered
<b>Unit 1: Foundations</b>		
1	Sources	<p><b>C.1.2.9</b> Identify ways people benefit from and are challenged by working together in response to problems.</p> <p><b>H.1.2.1</b> Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts. Events may include:</p> <ul style="list-style-type: none"> <li>• Founding of the town</li> <li>• Development of schools or businesses</li> <li>• Election of local and county leaders</li> </ul> <p><b>H.1.2.4</b> Investigate ways individuals, groups, and events have shaped a community.</p> <p><b>H.1.2.8</b> Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).</p>
2	Timelines	<p><b>H.1.2.8</b> Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).</p>
<b>Unit 2: Government</b>		
3	I Belong to a Community	<p><b>C.1.2.2</b> Describe and classify roles and responsibilities of people in authority in communities which may include:</p> <ul style="list-style-type: none"> <li>• School district: school superintendent and school board</li> <li>• City: mayor and city council</li> <li>• State: governor and General Assembly</li> <li>• Nation: President and Congress</li> </ul>
4	Rules and Laws	<p><b>C.1.2.3</b> Explain the functions of government using local examples such as infrastructure, safety, and rules/laws.</p> <p><b>C.1.2.6</b> Discuss ways to build a consensus with a group when making a decision that can bring about change.</p> <p><b>C.1.2.7</b> Discuss how rules and laws impact students and communities which may include:</p> <ul style="list-style-type: none"> <li>• school board</li> <li>• school handbook</li> <li>• classroom expectations</li> </ul> <p><b>C.1.2.9</b> Identify ways people benefit from and are challenged by working together in response to problems.</p>

Week	Title	Standards Covered
5	Principles of Democracy	<b>C.1.2.9</b> Identify ways people benefit from and are challenged by working together in response to problems.
6	Important Documents	<b>C.1.2.1</b> Identify founding documents of the United States: <ul style="list-style-type: none"> <li>• Declaration of Independence*</li> <li>• U.S. Constitution*</li> <li>• Bill of Rights*</li> </ul>
7	The Purpose of Government	<b>C.1.2.2</b> Describe and classify roles and responsibilities of people in authority in communities which may include: <ul style="list-style-type: none"> <li>• School district: school superintendent and school board</li> <li>• City: mayor and city council</li> <li>• State: governor and General Assembly</li> <li>• Nation: President and Congress</li> </ul> <b>C.1.2.5</b> Describe roles and responsibilities of individuals in a democracy.
8	The Structure of National Government	<b>C.1.2.1</b> Identify founding documents of the United States: <ul style="list-style-type: none"> <li>• Declaration of Independence*</li> <li>• U.S. Constitution*</li> <li>• Bill of Rights*</li> </ul> <b>C.1.2.2</b> Describe and classify roles and responsibilities of people in authority in communities which may include: <ul style="list-style-type: none"> <li>• School district: school superintendent and school board</li> <li>• City: mayor and city council</li> <li>• State: governor and General Assembly</li> <li>• Nation: President and Congress</li> </ul> <b>C.1.2.5</b> Describe roles and responsibilities of individuals in a democracy. <b>C.1.2.6</b> Discuss ways to build a consensus with a group when making a decision that can bring about change.
9	The Structure of Tribal, State, and Local Government	<b>C.1.2.2</b> Describe and classify roles and responsibilities of people in authority in communities which may include: <ul style="list-style-type: none"> <li>• School district: school superintendent and school board</li> <li>• City: mayor and city council</li> <li>• State: governor and General Assembly</li> <li>• Nation: President and Congress</li> </ul> <b>C.1.2.3</b> Explain the functions of government using local examples such as infrastructure, safety, and rules/laws. <b>C.1.2.5</b> Describe roles and responsibilities of individuals in a democracy.

Week	Title	Standards Covered
10	Government Services	<p><b>C.1.2.3</b> Explain the functions of government using local examples such as infrastructure, safety, and rules/laws.</p> <p><b>C.1.2.8</b> Compare successful and unsuccessful attempts to improve communities.</p> <p><b>E.1.2.8</b> Explain benefits of public goods and services.</p>
<b>Unit 3: Civics</b>		
11	Citizenship	
12	Patriotism	<p><b>C.1.2.4</b> Explain the significance of state and national symbols, patriotic songs, and mottos:</p> <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance*</li> <li>● National Motto: In God we Trust*</li> <li>● State Seal</li> <li>● Diana fritillary butterfly</li> <li>● Fiddle</li> <li>● Quartz</li> <li>● Bauxite</li> <li>● Pink Tomato</li> </ul> <p><b>H.1.2.5</b> Explain state and national historical symbols and landmarks and the people and events associated with them.</p>
13	Patriotic Symbols	<p><b>C.1.2.4</b> Explain the significance of state and national symbols, patriotic songs, and mottos:</p> <ul style="list-style-type: none"> <li>● American flag</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance*</li> <li>● National Motto: In God we Trust*</li> <li>● State Seal</li> <li>● Diana fritillary butterfly</li> <li>● Fiddle</li> <li>● Quartz</li> <li>● Bauxite</li> <li>● Pink Tomato</li> </ul> <p><b>H.1.2.5</b> Explain state and national historical symbols and landmarks and the people and events associated with them.</p>

Week	Title	Standards Covered
14	Founders	<p><b>C.1.2.1</b> Identify founding documents of the United States:</p> <ul style="list-style-type: none"> <li>• Declaration of Independence*</li> <li>• U.S. Constitution*</li> <li>• Bill of Rights*</li> </ul> <p><b>H.1.2.4</b> Investigate ways individuals, groups, and events have shaped a community.</p>
15	Memorials and Monuments	<p><b>H.1.2.4</b> Investigate ways individuals, groups, and events have shaped a community.</p> <p><b>H.1.2.5</b> Explain state and national historical symbols and landmarks and the people and events associated with them.</p>
16	Patriotic Holidays	<p><b>H.1.2.5</b> Explain state and national historical symbols and landmarks and the people and events associated with them.</p>
<b>Unit 4: Geography</b>		
17	Map Skills	<p><b>G.1.2.1</b> Interpret the information on a map of local places using map keys, symbols, intermediate directions, scale, and compass rose.</p> <p><b>G.1.2.3</b> Create and label state and national maps using titles, symbols, legends, and a compass rose.</p>
18	Location	<p><b>G.1.2.1</b> Interpret the information on a map of local places using map keys, symbols, intermediate directions, scale, and compass rose.</p> <p><b>G.1.2.3</b> Create and label state and national maps using titles, symbols, legends, and a compass rose.</p>
19	Physical Features of Places	<p><b>G.1.2.2</b> Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.</p> <p><b>G.1.2.6</b> Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.</p>
20	Human Characteristics of Places	<p><b>G.1.2.2</b> Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.</p>
21	Humans and the Environment	<p><b>C.1.2.8</b> Compare successful and unsuccessful attempts to improve communities.</p> <p><b>G.1.2.4</b> Discuss the impact human choices have on the Environment.</p>

Week	Title	Standards Covered
		<b>G.1.2.6</b> Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.
22	Movement	<p><b>G.1.2.7</b> Examine how natural resources such as timber, minerals, oil, coal, and natural gas influence human settlement.</p> <p><b>G.1.2.8</b> Compare and contrast reasons and methods that people, goods, and ideas move from place to place.</p>
23	Culture	<p><b>G.1.2.5</b> Describe ways people of different cultures shape and change the dynamics of a place or region.</p> <p><b>G.1.2.10</b> Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).</p>
24	Regions of the World	<b>G.1.2.6</b> Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.
<b>Unit 5: Economics</b>		
25	Needs, Wants, Resources	<p><b>E.1.2.3</b> Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p><b>E.1.2.4</b> Identify ways human, natural, and capital resources come together to produce goods and services.</p> <p><b>E.1.2.10</b> Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry. Products produced abroad and sold domestically may include:</p> <ul style="list-style-type: none"> <li>● cars</li> <li>● crude oil</li> <li>● computers</li> </ul> <p>Products produced domestically in Arkansas and sold abroad include:</p> <ul style="list-style-type: none"> <li>● transportation products like airplane parts</li> <li>● minerals such as bauxite, bromine, and gypsum</li> <li>● wood pulp, paper, rice</li> </ul> <p><b>G.1.2.10</b> Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).</p>
26	Economic Activity	<p><b>E.1.2.3</b> Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p><b>E.1.2.4</b> Identify ways human, natural, and capital resources come together to produce goods and services.</p>

Week	Title	Standards Covered
		<p><b>E.1.2.10</b> Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry. Products produced abroad and sold domestically may include:</p> <ul style="list-style-type: none"> <li>• cars</li> <li>• crude oil</li> <li>• computers</li> </ul> <p>Products produced domestically in Arkansas and sold abroad include:</p> <ul style="list-style-type: none"> <li>• transportation products like airplane parts</li> <li>• minerals such as bauxite, bromine, and gypsum</li> <li>• wood pulp, paper, rice</li> </ul>
27	Economic Choices	<p><b>E.1.2.3</b> Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.</p> <p><b>E.1.2.6</b> Explain the role of money in making exchange easier.</p> <p><b>E.1.2.7</b> Describe reasons people save money in banks.</p>
28	Producers and Consumers	<p><b>E.1.2.5</b> Describe ways markets exist in various places such as the home, physical location, and Internet.</p> <p><b>G.1.2.10</b> Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).</p>
29	Economic Principles	<p><b>E.1.2.5</b> Describe ways markets exist in various places such as the home, physical location, and Internet.</p> <p><b>E.1.2.9</b> Explain challenges that cause people in one country to trade goods and services with people in other countries.</p> <p><b>E.1.2.10</b> Describe the process by which products are produced, transported, and sold, including the importance of the trucking industry. Products produced abroad and sold domestically may include:</p> <ul style="list-style-type: none"> <li>• cars</li> <li>• crude oil</li> <li>• computers</li> </ul> <p>Products produced domestically in Arkansas and sold abroad include:</p> <ul style="list-style-type: none"> <li>• transportation products like airplane parts</li> <li>• minerals such as bauxite, bromine, and gypsum</li> <li>• wood pulp, paper, rice</li> </ul>
30	More Economic Principles	<p><b>E.1.2.1</b> Explain examples of scarcity and opportunity cost.</p> <p><b>E.1.2.2</b> Explain a decision related to the criteria of costs and benefits such as the cost-benefit decision model.</p>

Week	Title	Standards Covered
<b>Unit 6: Culminating Activities</b>		
31	Solving Problems in Your Community	<p><b>G.1.2.11</b> Investigate ways natural and human-made disasters affect people locally, nationally, and globally.</p> <p><b>H.1.2.1</b> Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts. Events may include:</p> <ul style="list-style-type: none"> <li>• Founding of the town</li> <li>• Development of schools or businesses</li> <li>• Election of local and county leaders</li> </ul> <p><b>H.1.2.8</b> Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).</p>
32	Historical Figures	<p><b>H.1.2.1</b> Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts. Events may include:</p> <ul style="list-style-type: none"> <li>• Founding of the town</li> <li>• Development of schools or businesses</li> <li>• Election of local and county leaders</li> </ul> <p><b>H.1.2.4</b> Investigate ways individuals, groups, and events have shaped a community.</p> <p><b>H.1.2.7</b> Sort or categorize information from different sources to answer a compelling question about a significant historical event or person from Arkansas or the United States.</p> <p><b>H.1.2.8</b> Identify and compare characteristics and examples of primary and secondary sources (e.g., raw information and first-hand accounts such as interviews, records of events, maps, and artwork versus interpretations and second-hand information like newspaper articles, stories, and book reviews).</p>



Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Inquiries	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.8</b> 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</p>
2	Sources	<p><b>H.1.3.3</b> Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).</p> <p><b>H.1.3.6</b> Identify and explain multiple perspectives in historical narratives.</p> <p><b>H.1.3.7</b> Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.</p> <p><b>H.1.3.8</b> Discuss the intended audience and purpose of primary and secondary sources.</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.8</b> 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</p>

Week	Title	Standards Covered
3	Examining Evidence and Communicating Conclusions	<p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.8</b> 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</p>
4	Taking Action	<p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
5	Engage in Your Own Inquiry	<p><b>H.1.3.1</b> Create historical narratives using chronological sequences of events across Arkansas and/or the world. Events may include:</p> <ul style="list-style-type: none"> <li>● Formation of the thirteen colonies*</li> <li>● Founding of the United States in 1776</li> <li>● Arkansas statehood</li> <li>● Louisiana Purchase*</li> <li>● Civil War</li> <li>● Emancipation Proclamation*</li> <li>● Gettysburg Address*</li> <li>● Invention of the lightbulb</li> <li>● Human mastery of flight</li> <li>● Declaration of Human Rights</li> <li>● Formation of the United Nations</li> <li>● Discovery of DNA</li> </ul> <p><b>H.1.3.7</b> Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.</p> <p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, an interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p>

Week	Title	Standards Covered
		<p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 2: Civics and Government</b>		
6	I Am a Member of a Community	<p><b>C.1.3.6</b> Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.</p> <p><b>C.1.3.7</b> Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).</p> <p><b>C.1.3.8</b> Identify ways people influence rules and laws to improve communities.</p>
7	The Purpose of Government	<p><b>C.1.3.3</b> Explain the functions and structure of state government.</p> <p><b>C.1.3.7</b> Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).</p> <p><b>C.1.3.8</b> Identify ways people influence rules and laws to improve communities.</p>
8	Government	<p><b>C.1.3.5</b> Compare rights and responsibilities of citizens in different places.</p> <p><b>C.1.3.7</b> Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).</p>
9	Important Documents	<p><b>C.1.3.1</b> Discuss the origins of the United States' founding Documents:</p> <ul style="list-style-type: none"> <li>● Declaration of Independence</li> <li>● U.S. Constitution</li> <li>● Preamble*</li> <li>● Bill of Rights</li> </ul>

Week	Title	Standards Covered
10	National Government	<p><b>C.1.3.2</b> Identify powers of government officials in the three branches of government</p> <ul style="list-style-type: none"> <li>● Legislative branch makes laws</li> <li>● Executive branch enforces laws</li> <li>● Judicial branch interprets laws</li> </ul> <p><b>C.1.3.3</b> Explain the functions and structure of state government.</p> <p><b>C.1.3.5</b> Compare rights and responsibilities of citizens in different places.</p> <p><b>C.1.3.6</b> Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.</p> <p><b>C.1.3.7</b> Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).</p> <p><b>C.1.3.9</b> Identify ways local and state communities work together in response to problems.</p>
11	Tribal, State, and Local Government	<p><b>C.1.3.3</b> Explain the functions and structure of state government.</p> <p><b>C.1.3.5</b> Compare rights and responsibilities of citizens in different places.</p> <p><b>C.1.3.7</b> Describe the processes for creating rules and laws at the local level (e.g., zoning, ordinances).</p> <p><b>C.1.3.8</b> Identify ways people influence rules and laws to improve communities.</p> <p><b>C.1.3.9</b> Identify ways local and state communities work together in response to problems.</p>
12	We the People	<p><b>C.1.3.3</b> Explain the functions and structure of state government.</p> <p><b>C.1.3.5</b> Compare rights and responsibilities of citizens in different places.</p> <p><b>C.1.3.6</b> Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.</p>
13	Inquiry: Research a Tribal, State, or Local Government	<p><b>C.1.3.2</b> Identify powers of government officials in the three branches of government</p> <ul style="list-style-type: none"> <li>● Legislative branch makes laws</li> <li>● Executive branch enforces laws</li> <li>● Judicial branch interprets laws</li> </ul> <p><b>Dimension 4.8</b> 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</p>

Week	Title	Standards Covered
<b>Unit 3: Geography</b>		
14	Thinking Like a Geographer	<p><b>G.1.3.1</b> Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.</p> <p><b>G.1.3.2</b> Use thematic maps to show the interactions that shape the physical and human characteristics of local and global places.</p> <p><b>G.1.3.3</b> Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.</p>
15	Map Skills	<p><b>G.1.3.1</b> Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.</p>
16	Natural Features and Landforms	<p><b>G.1.3.3</b> Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.</p>
17	Natural Features and Landforms: Oceans and Deserts	<p><b>G.1.3.3</b> Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.</p>
18	Regions: Part One	<p><b>G.1.3.5</b> Investigate the cultural characteristics of various places and regions from around the world.</p> <p><b>G.1.3.6</b> Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).</p> <p><b>G.1.3.7</b> Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p>
19	Regions: Part Two	<p><b>G.1.3.5</b> Investigate the cultural characteristics of various places and regions from around the world.</p> <p><b>G.1.3.6</b> Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).</p> <p><b>G.1.3.7</b> Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p>
20	Water is a Natural Resource	

Week	Title	Standards Covered
21	Migration	<p><b>G.1.3.7</b> Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p> <p><b>G.1.3.8</b> Explain effects of the movement and distribution of people, goods, and ideas on communities using geographic sources such as maps, satellite images, and geospatial technologies.</p> <p><b>G.1.3.9</b> Describe various cultural groups and reasons why they settled in Arkansas or the United States (i.e., push-pull factors).</p>
<b>Unit 4: History</b>		
22	Timelines	<p><b>H.1.3.2</b> Explain the historical significance of people and events using timelines. People and events may include:</p> <ul style="list-style-type: none"> <li>• Historical Arkansans: Colonel Faulkner, Hattie Caraway*, Bill Clinton*</li> <li>• Historical Americans: George Washington*, Thomas Jefferson, Harriet Tubman, Dr. Martin Luther King, Jr.</li> <li>• Historical events: the Boston Tea Party*, American Revolution*, Civil War*, Reconstruction*</li> </ul>
23	Using Charts, Maps, and Dates	<b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use
24	Communities Over Time	<b>H.1.3.3</b> Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).
25	People Who Influence Communities	<p><b>H.1.3.4</b> Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United States and Arkansas</p> <ul style="list-style-type: none"> <li>• Indigenous peoples such as the Caddo*, Quapaw*, Osage*, and Cherokee*</li> <li>• Harriet Tubman*</li> <li>• Clara Barton</li> <li>• Rosa Parks*</li> <li>• Eleanor Roosevelt*</li> <li>• Dr. Martin Luther King, Jr.*</li> </ul>
26	Problem Solving	<p><b>G.1.3.4</b> Examine environmental problems and ways in which humans address them.</p> <p><b>Dimension 4.8</b> 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</p>

Week	Title	Standards Covered
27	Eyewitnesses to Changes Over Time	<p><b>H.1.3.1</b> Create historical narratives using chronological sequences of events across Arkansas and/or the world. Events may include:</p> <ul style="list-style-type: none"> <li>● Formation of the thirteen colonies*</li> <li>● Founding of the United States in 1776</li> <li>● Arkansas statehood</li> <li>● Louisiana Purchase*</li> <li>● Civil War</li> <li>● Emancipation Proclamation*</li> <li>● Gettysburg Address*</li> <li>● Invention of the lightbulb</li> <li>● Human mastery of flight</li> <li>● Declaration of Human Rights</li> <li>● Formation of the United Nations</li> <li>● Discovery of DNA</li> </ul> <p><b>H.1.3.4</b> Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United States and Arkansas</p> <ul style="list-style-type: none"> <li>● Indigenous peoples such as the Caddo*, Quapaw*, Osage*, and Cherokee*</li> <li>● Harriet Tubman*</li> <li>● Clara Barton</li> <li>● Rosa Parks*</li> <li>● Eleanor Roosevelt*</li> <li>● Dr. Martin Luther King, Jr.*</li> </ul>
<b>Unit 5: Economics</b>		
28	Urban, Suburban, and Rural Land Use	<p><b>G.1.3.6</b> Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).</p> <p><b>G.1.3.8</b> Explain effects of the movement and distribution of people, goods, and ideas on communities using geographic sources such as maps, satellite images, and geospatial technologies.</p>
29	Producers and Consumers	<p><b>E.1.3.1</b> Discuss how scarcity and opportunity cost influence decision-making.</p> <p><b>E.1.3.2</b> Evaluate problems, alternatives, and trade-offs involved in making a decision such as the cost-benefit decision tree.</p> <p><b>E.1.3.4</b> Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p> <p><b>E.1.3.5</b> Analyze economic factors in a market including supply, demand, competition, and incentives.</p> <p><b>E.1.3.8</b> Explain the difference between public and private goods and services (e.g., food, clothing, cars).</p> <p><b>E.1.3.10</b> Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology).</p>

Week	Title	Standards Covered
30	Community Interdependence	<p><b>E.1.3.5</b> Analyze economic factors in a market including supply, demand, competition, and incentives.</p> <p><b>E.1.3.4</b> Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p>
31	Transportation Over Time	<p><b>G.1.3.6</b> Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work).</p> <p><b>H.1.3.3</b> Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).</p>
32	Inquiry: Interdependence in Your Community	<p><b>E.1.3.4</b> Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services.</p> <p><b>E.1.3.10</b> Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology).</p> <p><b>Dimension 4.8</b> 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</p>



Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>H.1.4.7</b> Identify reasons that individuals and groups developed differing perspectives during the same historical period.</p> <p><b>H.1.4.9</b> Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).</p> <p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p>
2	Historical Inquiry Sources	<p><b>H.1.4.6</b> Describe how perspectives of different individuals and groups shaped the historical sources they created.</p> <p><b>H.1.4.7</b> Identify reasons that individuals and groups developed differing perspectives during the same historical period.</p> <p><b>H.1.4.9</b> Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p>
3	Analyzing and Evaluating Evidence	<p><b>H.1.4.9</b> Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).</p> <p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p>

Week	Title	Standards Covered
		<p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p>
4	Using Evidence to Communicate Conclusions	<p><b>H.1.4.6</b> Describe how perspectives of different individuals and groups shaped the historical sources they created.</p> <p><b>H.1.4.9</b> Identify and discuss the benefits and challenges of using a variety of primary and secondary sources in historical inquiry (e.g., first-hand information and multiple perspectives versus author bias, incomplete information, and inaccurate interpretation).</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p>
5	Engaging in Your Own Inquiry	<p><b>H.1.4.1</b> Create historical narratives using chronological sequences of related events in Arkansas and/or the world.</p> <ul style="list-style-type: none"> <li>• Trail of Tears* and the Indian Removal Act*</li> <li>• Arkansas Suffrage Movement and the 19th Amendment</li> <li>• Civil Rights Movement*</li> <li>• Brown vs. the Board of Education* and Little Rock Nine*</li> </ul>
<b>Unit 2: Geography</b>		
6	Geographic Skills	<p><b>G.1.4.2</b> Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p>

Week	Title	Standards Covered
		<p><b>G.1.4.3</b> Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale.</p> <p><b>G.1.4.8</b> Determine effects of movement and distribution of people, goods, and ideas on various places using geographic sources such as maps, satellite images, and geospatial technologies.</p> <p><b>G.1.4.10</b> Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).</p>
7	Location	<p><b>G.1.4.1</b> Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map.</p>
8	Physical Characteristics	<p><b>G.1.4.2</b> Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p> <p><b>G.1.4.7</b> Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p> <p><b>G.1.4.11</b> Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters.</p>
9	Regions of the United States	<p><b>G.1.4.2</b> Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p> <p><b>G.1.4.3</b> Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale.</p> <p><b>G.1.4.10</b> Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).</p>
10	Human Characteristics	<p><b>G.1.4.2</b> Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p> <p><b>G.1.4.3</b> Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale.</p>

Week	Title	Standards Covered
		<b>G.1.4.4</b> Analyze effects of human impact on the environment over time including deforestation/reforestation, flood control, pollution, and urbanization
11	Movement	<p><b>G.1.4.6</b> Analyze ways physical characteristics affect population distribution in Arkansas, the United States, and the world.</p> <p><b>G.1.4.7</b> Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).</p> <p><b>G.1.4.8</b> Determine effects of movement and distribution of people, goods, and ideas on various places using geographic sources such as maps, satellite images, and geospatial technologies.</p> <p><b>G.1.4.9</b> Compare push-pull factors that influenced immigration to and migration within the United States, which may include:</p> <ul style="list-style-type: none"> <li>• natural resources</li> <li>• employment opportunities</li> <li>• political freedom</li> <li>• economic freedom</li> <li>• religious freedom</li> </ul>
12	Culture	<b>G.1.4.5</b> Compare the cultural characteristics of various places and region from around the world.
13	Guided Inquiry: Physical and Human Characteristics of My State	<p><b>G.1.4.2</b> Compare and contrast the interactions that shape the physical and human characteristics of global places using thematic maps (e.g., climate, political, physical).</p> <p><b>G.1.4.11</b> Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters.</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 3: Economics</b>		
14	Needs and Wants	<b>E.1.4.8</b> Examine ways governments pay for the goods and services they provide through taxation and fees.
15	Economic Principles	<p><b>E.1.4.1</b> Analyze the effects of scarcity and opportunity cost during the decision-making process.</p> <p><b>E.1.4.10</b> Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).</p>

Week	Title	Standards Covered
		<b>E.1.4.11</b> Explain effects of increasing economic interdependence on different groups within a nation, which may include Arkansas’s agricultural industry and its impact on natural resources, increased competition, and the shift in labor force.
16	Economic Activities	<p><b>E.1.4.3</b> Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.</p> <p><b>E.1.4.4</b> Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p>
17	Personal Finance	<b>E.1.4.3</b> Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.
18	Economic Systems	<p><b>E.1.4.2</b> Apply an economic decision-making model when making decisions such as the PACED decision-making.</p> <p><b>E.1.4.5</b> Explain effects of supply and demand on prices.</p> <p><b>E.1.4.6</b> Compare methods of exchange in the United States and around the world (e.g., money, currency, bartering, metals, markets).</p>
19	Guided Inquiry: Economy of My State	<p><b>E.1.4.4</b> Explain ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services such as Walmart, J.B. Hunt, Tyson Foods, Dillard’s.</p> <p><b>E.1.4.10</b> Explain how trading commodities (e.g., soybeans, rice, cotton) has led to economic interdependence between Arkansas, other states, and other countries (e.g., Canada, Mexico, Saudi Arabia).</p> <p><b>E.1.4.11</b> Explain effects of increasing economic interdependence on different groups within a nation, which may include Arkansas’s agricultural industry and its impact on natural resources, increased competition, and the shift in labor force.</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 4: Government</b>		
20	Foundations of Government and Law	<p><b>C.1.4.1</b> Explain the rights and responsibilities citizens have according to the Declaration of Independence, U.S. Constitution, and Bill of Rights:</p> <ul style="list-style-type: none"> <li>● Freedoms (religion, speech, press, peaceable assembly)</li> <li>● Rights (personal protection, fair trial by jury, vote, fair and equal treatment)</li> </ul>

Week	Title	Standards Covered
		under the law) <ul style="list-style-type: none"> <li>• Responsibility to respect the rights and property of others</li> </ul> <b>C.1.4.5</b> Evaluate changes in citizens' rights and responsibilities over time.
21	Structure and Functions of Government	<b>C.1.4.3</b> Compare state and federal governments' origins, functions, and structures.  <b>C.1.4.6</b> Evaluate decision-making processes such as used for acting upon civic problems.  <b>C.1.4.8</b> Examine the relationship between people and rules/laws.
22	Tribal, State, and Local Governments	<b>C.1.4.3</b> Compare state and federal governments' origins, functions, and structures.  <b>C.1.4.7</b> Compare the processes for creating rules and laws at the local and state levels: <ul style="list-style-type: none"> <li>• city ordinance v. state law</li> <li>• city council v. state legislators</li> </ul>
23	Citizens	<b>C.1.4.1</b> Explain the rights and responsibilities citizens have according to the Declaration of Independence, U.S. Constitution, and Bill of Rights: <ul style="list-style-type: none"> <li>• Freedoms (religion, speech, press, peaceable assembly)</li> <li>• Rights (personal protection, fair trial by jury, vote, fair and equal treatment under the law)</li> <li>• Responsibility to respect the rights and property of others</li> </ul> <b>C.1.4.2</b> Explain the responsibilities government officials have to follow the law, to protect the rights of citizens, and to have integrity in different branches of government at various levels (i.e., local, state, federal).  <b>C.1.4.9</b> Analyze group actions and responses to local, state, national, and/or global problems.
24	Responsibilities of Citizens	<b>C.1.4.1</b> Explain the rights and responsibilities citizens have according to the Declaration of Independence, U.S. Constitution, and Bill of Rights: <ul style="list-style-type: none"> <li>• Freedoms (religion, speech, press, peaceable assembly)</li> <li>• Rights (personal protection, fair trial by jury, vote, fair and equal treatment under the law)</li> <li>• Responsibility to respect the rights and property of others</li> </ul> <b>C.1.4.2</b> Explain the responsibilities government officials have to follow the law, to protect the rights of citizens, and to have integrity in different branches of government at various levels (i.e., local, state, federal).  <b>C.1.4.5</b> Evaluate changes in citizens' rights and responsibilities over time.

Week	Title	Standards Covered
		<b>C.1.4.6</b> Evaluate decision-making processes such as used for acting upon civic problems.
25	Guided Inquiry: Road to Statehood and Government	<p><b>C.1.4.3</b> Compare state and federal governments' origins, functions, and structures.</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 5: History</b>		
26	Chronology	<p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p>
27	Change Over Time	<b>H.1.4.3</b> Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).
28	Conflict and Cooperation	<p><b>H.1.4.2</b> Interpret timelines to show relationships among people, events, and movements in Arkansas and/or the world between 1850-1880:</p> <ul style="list-style-type: none"> <li>• In U.S. history, national expansion and reform, pioneer life*, slavery*</li> <li>• In Arkansas history, The Arkansas Traveler</li> </ul> <p><b>H.1.4.3</b> Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues).</p> <p><b>H.1.4.6</b> Describe how perspectives of different individuals and groups shaped the historical sources they created.</p> <p><b>H.1.4.7</b> Identify reasons that individuals and groups developed differing perspectives during the same historical period.</p>
29	Contributions of Individuals and Groups	<p><b>C.1.4.9</b> Analyze group actions and responses to local, state, national, and/or global problems.</p> <p><b>H.1.4.4</b> Analyze the impact of individuals and events on the past, present, and future</p> <ul style="list-style-type: none"> <li>• Thomas Jefferson*</li> <li>• Alexander Hamilton*</li> <li>• Thomas Paine*</li> <li>• James and Dolley Madison*</li> </ul>

Week	Title	Standards Covered
		<ul style="list-style-type: none"> <li>● Abraham Lincoln*</li> <li>● Role of women such as Mary Jackson, Katherine Johnson, and Dorothy Vaughan in STEM careers)</li> </ul> <p><b>H.1.4.7</b> Identify reasons that individuals and groups developed differing perspectives during the same historical period.</p>
30	Symbols and Landmarks	<p><b>C.1.4.4</b> Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:</p> <ul style="list-style-type: none"> <li>● American and Arkansas flags</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● Statue of Liberty</li> <li>● Arkansas motto and state seal</li> </ul> <p><b>H.1.4.5</b> Reference historic places and national parks to guide inquiry about history.</p> <ul style="list-style-type: none"> <li>● Toltec Mounds</li> <li>● Hot Springs National Park</li> <li>● Ouachita National Forest</li> </ul>
31	Celebrations and Remembrance	<p><b>C.1.4.4</b> Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:</p> <ul style="list-style-type: none"> <li>● American and Arkansas flags</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● Statue of Liberty</li> <li>● Arkansas motto and state seal</li> </ul>
32	Guided Inquiry: Individuals, Symbols, Landmarks, and Celebrations that Represent My State	<p><b>C.1.4.4</b> Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:</p> <ul style="list-style-type: none"> <li>● American and Arkansas flags</li> <li>● Flag etiquette</li> <li>● Star Spangled Banner</li> <li>● Recitation of Pledge of Allegiance</li> <li>● Statue of Liberty</li> <li>● Arkansas motto and state seal</li> </ul> <p><b>H.1.4.8</b> Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.</p> <p><b>Dimension 4.8</b> 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</p>



Week	Title	Standards Covered
<b>Unit 1: Inquiry</b>		
1	Developing Questions and Planning Inquiries	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 4.8</b> 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</p>
2	Historical Inquiry Sources	<p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p>
3	Analyzing and Evaluating Evidence	<p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p>
4	Communicating Conclusions	<p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
5	Engaging in Your Own Inquiry	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p>

Week	Title	Standards Covered
		<p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 2: North America Before European Contact</b>		
6	Life in the Americas	<p><b>G.2</b> 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.</p> <p><b>G.2.5.4</b> 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> <p><b>G.2.5.6</b> 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.</p> <p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>• Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>• Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul>

Week	Title	Standards Covered
		<p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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><b>H.1</b> 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><b>H.2</b> 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>
7	Government and Culture in North America	<p><b>C.6</b> 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><b>G.2</b> 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.</p> <p><b>G.2.5.4</b> 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> <p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>● Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>● Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p>

Week	Title	Standards Covered
		<p><b>G.4.5.1</b> 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><b>H.1</b> 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><b>H.2</b> 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>
8	Trade and Economics in North America	<p><b>G.3</b> 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><b>G.3.5.5</b> Describe the different types of economic activities supported by natural resources within a region.</p> <p><b>G.3.5.7</b> Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global.</p> <p><b>H.1</b> 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><b>H.2</b> 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>
9	Guided Inquiry: Lives of North American Indians	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p>

Week	Title	Standards Covered
		<p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
<b>Unit 3: The Age of European Exploration and Colonization</b>		
10	The Age of Encounters	<p><b>G.2</b> 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.</p> <p><b>G.2.5.5</b> Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments. This may include maps, charts, and graphs.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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><b>H.1</b> 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><b>H.2</b> 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>

Week	Title	Standards Covered
		<p><b>H.3</b> 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>
11	Consequences of Contact	<p><b>E.1</b> 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><b>G.2</b> 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.</p> <p><b>G.2.5.4</b> 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> <p><b>G.2.5.8</b> Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).</p> <p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>• Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>• Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul> <p><b>G.3.5.5</b> Describe the different types of economic activities supported by natural resources within a region.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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>

Week	Title	Standards Covered
		<p><b>H.1</b> 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><b>H.2</b> 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><b>H.3</b> 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>
12	The Colonies and Their Founding	<p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>• Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>• Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul> <p><b>G.3.5.5</b> Describe the different types of economic activities supported by natural resources within a region.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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><b>H.1</b> 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><b>H.3</b> 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>

Week	Title	Standards Covered
13	Jamestown	<p><b>G.2</b> 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.</p> <p><b>G.2.5.3</b> 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><b>G.2.5.4</b> 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> <p><b>G.2.5.5</b> Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments. This may include maps, charts, and graphs.</p> <p><b>G.2.5.8</b> Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).</p> <p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>• Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>• Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul> <p><b>G.3.5.5</b> Describe the different types of economic activities supported by natural resources within a region.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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><b>H.1</b> 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>



Week	Title	Standards Covered
		<p><b>H.3</b> 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>
14	Colonial Life	<p><b>G.2</b> 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.</p> <p><b>G.2.5.4</b> 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> <p><b>G.2.5.5</b> Construct visual and written explanations of the spatial organization and spatial patterns of people, places, and environments. This may include maps, charts, and graphs.</p> <p><b>G.2.5.6</b> 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.</p> <p><b>G.2.5.8</b> Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).</p> <p><b>G.3</b> 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><b>G.3.5.4</b> Research the characteristics of various world regions and cultures:</p> <ul style="list-style-type: none"> <li>● Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors)</li> <li>● Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water)</li> </ul> <p><b>G.3.5.5</b> Describe the different types of economic activities supported by natural resources within a region.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p>

Week	Title	Standards Covered
		<p><b>G.4.5.1</b> 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><b>H.1</b> 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><b>H.3</b> 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>
15	Guided Inquiry: Life in the British Colonies	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>
16	Conflicts and Compromise in North America	<p><b>G.3</b> 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>

Week	Title	Standards Covered
		<p><b>G.3.5.8</b> Examine physical and human characteristics that influence the division and control of the Earth’s surface:</p> <ul style="list-style-type: none"> <li>● Resources</li> <li>● Land use</li> <li>● Ethnicity</li> <li>● National identities</li> <li>● Natural land barriers (e.g., mountains, rivers, valleys)</li> <li>● Military</li> <li>● Politics</li> </ul> <p><b>G.3.5.9</b> Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p> <p><b>G.3.5.10</b> Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.</p> <p><b>H.1</b> 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><b>H.3</b> 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>
17	Clash of the Empires	<p><b>G.3</b> 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><b>G.3.5.8</b> Examine physical and human characteristics that influence the division and control of the Earth’s surface:</p> <ul style="list-style-type: none"> <li>● Resources</li> <li>● Land use</li> <li>● Ethnicity</li> <li>● National identities</li> <li>● Natural land barriers (e.g., mountains, rivers, valleys)</li> <li>● Military</li> <li>● Politics</li> </ul> <p><b>G.3.5.9</b> Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p> <p><b>G.3.5.10</b> Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.</p>

Week	Title	Standards Covered
		<p><b>H.1</b> 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><b>H.3</b> 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>
18	Consequences of the French and Indian War	<p><b>G.3</b> 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><b>G.3.5.8</b> Examine physical and human characteristics that influence the division and control of the Earth's surface:</p> <ul style="list-style-type: none"> <li>• Resources</li> <li>• Land use</li> <li>• Ethnicity</li> <li>• National identities</li> <li>• Natural land barriers (e.g., mountains, rivers, valleys)</li> <li>• Military</li> <li>• Politics</li> </ul> <p><b>G.3.5.9</b> Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p> <p><b>G.3.5.10</b> Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.</p> <p><b>H.1</b> 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><b>H.3</b> 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>
<b>Unit 4: The American Revolution</b>		
19	The Acts of Parliament	<p><b>C.2</b> Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p><b>H.1</b> 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>

Week	Title	Standards Covered
		<p><b>H.3</b> 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>
20	The Actions of the Colonies	<p><b>C.2</b> Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p><b>H.1</b> 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><b>H.3</b> 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>
21	The Shot Heard 'Round the World	<p><b>C.1</b> 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><b>H.1</b> 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><b>H.3</b> 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>
22	Guided Inquiry: The Road to Revolution	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p>

Week	Title	Standards Covered
		<p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p> <p><b>H.1</b> 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><b>H.3</b> 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>
23	Independence and Revolution: The Government	<p><b>C.1</b> 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><b>H.1</b> 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><b>H.3</b> 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>
24	Independence and Revolution: The People	<p><b>H.1</b> 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><b>H.3</b> 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>
25	Independence and Revolution: The Military	<p><b>H.1</b> 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>

Week	Title	Standards Covered
		<p><b>H.3</b> 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>
26	Outcomes of the American Revolution	<p><b>H.1</b> 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><b>H.3</b> 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>
<b>Unit 5: Creating a New Nation</b>		
27	The Founders and Process	<p><b>C.1</b> 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><b>C.2</b> Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p><b>C.3</b> 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><b>C.5</b> 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><b>H.1</b> 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><b>H.3</b> 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>
28	The Constitution	<p><b>C.1</b> 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><b>C.2</b> Students will understand the structure and functions of various types of government and how they exercise their powers.</p>

Week	Title	Standards Covered
		<p><b>C.3</b> 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><b>C.4</b> Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p><b>H.1</b> 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><b>H.3</b> 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>
29	The Bill of Rights	<p><b>C.1</b> 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><b>C.2</b> Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p><b>C.3</b> 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><b>H.1</b> 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><b>H.3</b> 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>
30	The New Nation	<p><b>G.3</b> 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><b>G.3.5.2</b> 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.</p>



Week	Title	Standards Covered
		<p><b>G.3.5.9</b> Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p> <p><b>G.3.5.10</b> Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.</p> <p><b>H.1</b> 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><b>H.3</b> 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>
31	America on the Move	<p><b>G.2</b> 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.</p> <p><b>G.2.5.3</b> 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><b>G.2.5.8</b> Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals).</p> <p><b>G.3</b> 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><b>G.3.5.1</b> Interpret demographic data (e.g., population pyramids) to explain variations of populations in different states, places, and regions.</p> <p><b>G.3.5.2</b> 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.</p> <p><b>G.3.5.7</b> Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global.</p> <p><b>G.3.5.9</b> Explain levels of cooperation among people in various places and regions who solve human and environmental issues.</p>

Week	Title	Standards Covered
		<p><b>G.3.5.10</b> Analyze conflicting territorial claims, including water sources or access, mineral rights, and natural resources.</p> <p><b>G.4</b> Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p><b>G.4.5.1</b> 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><b>G.4.5.2</b> 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><b>H.1</b> 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><b>H.3</b> 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>
32	Guided Inquiry: Changes in the United States	<p><b>Dimension 1.1</b> Construct compelling questions that promote inquiry around key ideas and issues</p> <p><b>Dimension 1.2</b> Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</p> <p><b>Dimension 1.3</b> Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</p> <p><b>Dimension 3.4</b> Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use</p> <p><b>Dimension 3.5</b> Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</p> <p><b>Dimension 4.6</b> Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</p> <p><b>Dimension 4.7</b> Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</p> <p><b>Dimension 4.8</b> 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</p>

Week	Title	Standards Covered
		<p><b>H.1</b> 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><b>H.3</b> 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>