**Social Studies**

**Arkansas Standards Curriculum Framework**

**Grades K-8**

**Permanent Artifacts Galleries**

G.9.K.1

Describe ways humans have a positive impact on the environment

D2.Geo.5.K-2

G.9.1.2

Discuss how cultural characteristics create diversity in a community, place, or region

D2.Geo.6.K-2

G.9.2.2

Describe ways different cultures help shape the diversity of a community, place, or region

D2.Geo.6.K-2

G.9.3.3

Investigate ways environmental characteristics influence people’s decisions in Arkansas and the United States (e.g., settlement, jobs, agriculture, and industry)

D2.Geo.4.3-5

G.9.4.2

Analyze ways cultural characteristics influence population distribution in regions of the United States and the world

D2.Geo.6.3-5

E.6.K.1

Recognize consumers use money as a medium of exchange to satisfy economic wants

D2.Eco.5.K-2

E.6.1.1

Classify exchanges as monetary or barter

D2.Eco.5.K-2

E.6.2.3

Explain benefits of public goods and services

D2.Eco.12.K-2

H.12.K.1

Discuss changes over time using chronological terms (e.g., first, next, last, before, after, past, present, now, long ago)

D2.His.1.K-2

H.12.1.1

Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future)

D2.His.1.K-2

H.12.2.1

Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building)

D2.His.1.3-5

H.12.3.2

Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)

D2.His.1.3-5

H.12.4.1

Create historical narratives using chronological sequences of related events in Arkansas and the United States (e.g., exploration)

D2.His.1.3-5

H.12.1.3

Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation)

D2.His.2.K-2

H.12.2.4

Investigate ways individuals, groups, and events have shaped one’s community and other communities in the United States

D2.His.3.K-2

H.12.3.4

Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity

D2.His.3.3-5

E.5.5.2

Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants)

D2.Eco.3.3-5

E.5.6.2

Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations to 1500 C.E.(e.g., caravans, public works projects, Silk Road, trade routes)

D2.Eco.3.6-8

G.9.5.3

Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment

D2.Geo.4.3-5

G.9.6.1

Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.

D2.Geo.6.6-8

G.10.5.1

Examine relationships between human settlements and movements and the location and use of natural resources in the early Americas (e.g.,early people groups, Native Americans, Westward expansion)

D2.Geo.8.3-5

ES.9.7.1

Examine ways people have adapted to the physical environment over time

(e.g., technology, habitation, transportation, agriculture, communication)

ES.9.7.4

Examine human induced changes in one place or region and its effects on other places or regions (e.g., flood control, deforestation, factories, and electric power generation)

Era4.1.8.1

Analyze multiple factors that affected territorial expansion and influenced the perspectives of people (e.g., Manifest Destiny, mining, War of 1812, Louisiana Purchase)

Era4.1.8.6

Evaluate the historical significance of individuals, groups, and events