

English Language Proficiency  
Framework Connections  
for  
Social Studies

Grades K-8

Spring 2009

English Language Proficiency Framework

Strand	Content Standard
Geography	
1. Physical and Spatial	Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
2. Culture and Diversity	Students shall develop an understanding of how cultures around the world develop and change.
3. Interaction of People and the Environment	Students shall develop an understanding of the interactions between people and their environment.
Civics	
4. Government	Students shall develop an understanding of the forms and roles of government.
5. Citizenship	Students shall develop an understanding of the rights and responsibilities of citizens.
History	
6. History	Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.
Economics	
7. Choices	Students shall analyze the costs and benefits of making economic choices.
8. Resources	Students shall evaluate the use and allocation of human, natural, and capital resources.
9. Markets	Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

\*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text.



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

Grades K-2

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.1 Identify familiar geographical information on a map, including, but not limited to <ul style="list-style-type: none"> <li>• home address</li> <li>• school</li> <li>• city, state</li> </ul>	Point to a picture related to familiar geographical information (e.g., home, school, city, state, address, map, globe)	Recognize familiar geographical information in a variety of contexts (e.g., home, school, address, city, state)	Match familiar geographical vocabulary with pictures (e.g., home, school, address, city, state)	Label pictures of familiar geographical information (e.g., home, school, address, city, state)	Identify familiar geographical information on a map, including, but not limited to <ul style="list-style-type: none"> <li>• home address</li> <li>• school</li> <li>• city, state</li> </ul>	G.1.K.1 G.1.K.2 G.1.K.3 G.1.K.4 G.1.1.1 G.1.1.2 G.1.1.3 G.1.2.1 G.1.2.2 G.1.2.3 G.1.2.4

Grades K-2

Strand 1: Geography

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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.2 Identify geographical features unique to locations and regions	Recognize familiar physical features, using pictures or visual aids (e.g., landforms, islands, bodies of water, mountains, deserts)	Point to familiar physical features on a map or globe (e.g., continents, oceans, islands, mountains, deserts)	Label physical features on a map or globe (e.g., mountain ranges, oceans, rivers, lakes, islands, deserts, North Pole, South Pole)	Illustrate physical features on maps and globes (e.g., mountain ranges, oceans, rivers, lakes, islands, deserts, North Pole, South Pole)	Identify geographical features unique to locations and regions	G.1.K.5 G.1.K.6 G.1.1.4 G.1.1.5 G.1.1.6 G.1.2.5 G.1.2.6 G.1.2.7

Grades K-2

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	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.3 Identify directional vocabulary related to maps and globes <ul style="list-style-type: none"> <li>• map scale</li> <li>• compass rose</li> <li>• cardinal directions</li> <li>• relative location</li> </ul>	Illustrate a map of a familiar location (e.g., home, room, school, classroom)	Locate places on a map or globe, using directional vocabulary (e.g., north, south, east, west, here/there, near/far, left/right, up/down)	Describe places by using relative location and cardinal directions (e.g., My home is east of the school.; My home is across the street from the grocery store.)	Construct maps using directional vocabulary and map components	Identify directional vocabulary related to maps and globes <ul style="list-style-type: none"> <li>• map scale</li> <li>• compass rose</li> <li>• cardinal directions</li> <li>• relative location</li> </ul>	G.1.K.8 G.1.K.9 G.1.K.10 G.1.K.11 G.1.1.4 G.1.1.8 G.1.1.9 G.1.1.10 G.1.1.11 G.1.1.13 G.1.2.1 G.1.2.10 G.1.2.11 G.1.2.13

Grades K-2

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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.4 Identify similarities and differences among rural or urban cultures (e.g., clothing, housing, food, customs, traditions, arts, sports, transportation)	Illustrate an example of a familiar cultural tradition (e.g., birthday, holiday, food, clothing)	Give examples of similarities and differences among cultures (e.g., celebrations, traditional and seasonal clothing, holidays, foods, arts and crafts, music)	Illustrate characteristics of rural and urban cultures using a graphic organizer (e.g., recreation, housing)	Categorize characteristics of rural and urban cultures using a graphic organizer (e.g., recreation, housing)	Identify similarities and differences among rural or urban cultures (e.g., clothing, housing, food, customs, traditions, arts, sports, transportation)	G.2.K.1 G.2.K.2 G.3.K.1 G.2.1.1 G.2.1.2 G.2.1.3 G.3.1.1 G.2.2.1 G.2.2.2 G.2.2.3 G.3.2.1

Grades K-2

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	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.K-2.5 Identify vocabulary associated with ways individuals use the environment <ul style="list-style-type: none"> <li>• air</li> <li>• water</li> <li>• land</li> <li>• recycling</li> <li>• pollution</li> </ul>	Point to pictures related to environmental vocabulary (e.g., air, water, land, recycling, pollution, trees, litter)	Match pictures or items with environmental vocabulary (e.g., air, water, land, recycling, pollution, trees, litter)	Illustrate environmental vocabulary (e.g., air, water, land, recycling, pollution)	Describe characteristics of environmental vocabulary, using a graphic organizer (e.g., air, water, land, recycling, pollution)	Identify vocabulary associated with ways individuals use the environment <ul style="list-style-type: none"> <li>• air</li> <li>• water</li> <li>• land</li> <li>• recycling</li> <li>• pollution</li> </ul>	G.3.K.2 G.3.K.3 G.3.1.2 G.3.1.3 G.3.2.2 G.2.2.3

Vocabulary: home address, Arkansas, capital, locate, map, globe, relative location, Equator, North Pole, South Pole, school, community, city, state, country, United States, continent, weather, climate, seasons (fall, spring, summer, winter), transportation, symbols, compass rose, legend/key, map scale, cardinal directions (north, south, east, west), culture, customs, traditions, rural, urban, communication, environment, recycle, litter, air, land, water, ocean, mountain, desert, island

Grades K-2

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.K-2.1 Identify vocabulary associated with becoming a responsible member of a group <ul style="list-style-type: none"> <li>• leader</li> <li>• authority</li> <li>• rules</li> <li>• consequences</li> </ul>	Point to pictures of leaders and/or authority figures (e.g., mother, father, teacher, principal)	Match pictures of leaders and/or authority figures with group (e.g., mother with family, principal with school, bus driver with bus)	Match rules with appropriate leaders and/or authority figure of a group in various settings	Classify rules for various settings	Identify vocabulary associated with becoming a responsible member of a group <ul style="list-style-type: none"> <li>• leader</li> <li>• authority</li> <li>• rules</li> <li>• consequences</li> </ul>	C.4.K.1 C.4.K.2 C.4.K.3 C.4.1.1 C.4.1.2 C.4.1.3 C.4.1.4 C.4.2.1 C.4.2.2 C.4.2.3

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	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.K-2.2 Identify vocabulary associated with rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules) ▀	Point to pictures of people cooperating and sharing	Match vocabulary related to familiar rights and responsibilities of citizenship with visual representations (e.g., cooperating, sharing, volunteering, voting, obeying rules)	List examples of rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	Role play rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	Identify vocabulary associated with rights and responsibilities of citizenship (e.g., cooperating, sharing, volunteering, voting, obeying rules)	C.5.K.2 C.5.K.3 C.5.1.2 C.5.1.3 C.5.2.2 C.5.2.3

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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.K-2.3 Identify vocabulary associated with symbols of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Point to representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Label representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Match vocabulary to representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Illustrate representations of United States democracy (e.g., flag, statue, eagle, monument, constitution)	Identify vocabulary associated with symbols of United States democracy (e.g., flag, statue, eagle, monument, constitution)	C.5.K.1 C.5.K.4 C.5.1.1 C.5.1.4 C.5.2.1 C.5.2.4

Vocabulary: rules, laws, president, governor, mayor, judge, police, government official, local officials, democracy, national symbols, flag, citizen, rights and responsibilities, vote, election, United States, enforce, participate, patriotism, authority, leader, constitution, consequences

Grades K-2

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.K-2.1 Describe characteristics of celebrations, holidays, and symbols at the local, state, and national levels ▮	Match symbols to celebrations or categories (e.g., U.S. flag to Independence Day, diamond to Arkansas state gem)	Illustrate celebrations, holidays, and symbols	Label characteristics of celebrations, holidays, and symbols at the local, state, and national levels	Identify characteristics of celebrations, holidays, and symbols at the local, state, and national levels	Describe characteristics of celebrations, holidays, and symbols at the local, state, and national levels	H.6.K.1 H.6.K.2 H.6.K.11 H.6.1.1 H.6.1.2 H.6.1.12 H.6.2.1 H.6.2.2 H.6.2.15
ELPSS.H.3.K-2.2 Describe people, places, and events in Arkansas and United States history ▮	Point to illustrations of people, places, and events in Arkansas and United States history	Name people, places, and events in Arkansas and United States history	Label illustrations of people, places, and events in Arkansas and United States history	Give examples of people, places, and events in Arkansas and United States history	Describe people, places, and events in Arkansas and United States history	H.6.K.3 H.6.K.6 H.6.K.8 H.6.K.10 H.6.1.3 H.6.1.8 H.6.1.9 H.6.1.11 H.6.2.3 H.6.2.11 H.6.2.13 H.6.2.14

Grades K-2

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.K-2.3 Discuss changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	Point to pictures indicating change over time (e.g., first/next/last, before/after)	Match pictures with words associated with changes that occur over time (e.g., first/next/last, before/after)	Sequence changes in chronological order, using a timeline and time indicators (e.g., first/next/last, before/after)	Give examples of changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	Discuss changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after)	H.6.K.4 H.6.K.5 H.6.K.6 H.6.K.7 H.6.K.8 H.6.K.9 H.6.1.4 H.6.1.5 H.6.1.6 H.6.1.7 H.6.1.10 H.6.2.5 H.6.2.6 H.6.2.8 H.6.2.12

Vocabulary: celebrations, holidays, symbols, flag, historical site, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, transportation, communication, tribe, explorer

Grades K-2

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.K-2.1 Identify vocabulary related to wants, needs, and resources <ul style="list-style-type: none"> <li>• choices</li> <li>• scarcity</li> <li>• trade-offs</li> <li>• opportunity costs</li> </ul>	Recognize vocabulary related to familiar wants and needs (e.g., toys, candy, food, water)	Categorize familiar wants and needs	List familiar wants, needs, and resources	Classify familiar wants, needs, and resources	Identify vocabulary related to wants, needs, and resources <ul style="list-style-type: none"> <li>• choices</li> <li>• scarcity</li> <li>• trade-offs</li> <li>• opportunity costs</li> </ul>	E.7.K.1 E.7.K.2 E.7.K.3 E.7.1.1 E.7.1.2 E.7.1.3 E.7.2.1 E.7.2.2 E.7.2.3

Grades K-2

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.K-2.2 Identify vocabulary related to human, natural, and capital resources (e.g., worker, goods, services, trees, coal, money symbols)	Recognize vocabulary related to human, natural, and capital resources, using pictures, symbols, or realia	Match vocabulary to representations of human, natural, and capital resources	Categorize resources as human, natural, or capital	Give examples of human, natural, and capital resources	Identify vocabulary related to human, natural, and capital resources (e.g., worker, goods, services, trees, coal, money symbols)	E.8.K.1 E.8.K.2 E.8.K.3 E.8.K.4 E.8.K.5 E.9.K.2 E.9.K.3 E.9.K.4 E.8.1.1 E.8.1.2 E.8.1.3 E.8.1.4 E.8.1.5 E.9.1.4 E.8.2.1 E.8.2.2 E.8.2.3 E.8.2.4 E.9.2.4

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Strand 4: Economics

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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.K-2.3 Identify vocabulary related to money, currency, and barter ■	Match vocabulary to representations of money, currency, and barter	Label illustrations of money and currency	Give examples of money, currency, and barter (e.g., paying for something with money or exchanging one item for another)	Role play purchasing and bartering goods and services (e.g., trade a cupcake for a cookie, help clean room in exchange for help washing dishes)	Identify vocabulary related to money, currency, and barter	E.9.K.1 E.9.1.1 E.9.1.2 E.9.2.1 E.9.2.2

Vocabulary: wants, needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity costs, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, markets, production, specialization

Grades 3-5

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.3-5.1 Identify vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	Recognize physical features, using pictures or visual aids (e.g., hemispheres, continents, islands, bodies of water, mountains)	Point to physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., mountain ranges, polar regions, bodies of water, deserts, islands, hemispheres)	Label physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., mountain ranges, oceans, rivers, lakes, islands, coastlines, deserts, polar regions)	Illustrate physical features of Arkansas, the United States, and countries throughout the world on maps and globes (e.g., mountain ranges, bodies of water, islands, polar regions)	Identify vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	G.1.3.2 G.1.3.3 G.1.3.4 G.1.3.5 G.1.3.6 G.1.3.7 G.1.3.8 G.1.3.9 G.1.3.14 G.1.4.2 G.1.4.3 G.1.4.5 G.1.4.6 G.1.4.7 G.1.4.8 G.1.4.9 G.1.4.10 G.1.5.2 G.1.5.3 G.1.5.4 G.1.5.6 G.1.5.10

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	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.G.1.3-5.2 Identify vocabulary related to maps and globes</p> <ul style="list-style-type: none"> <li>• map features</li> <li>• cardinal and intermediate directions</li> <li>• physical, political, and special purpose maps</li> </ul>	<p>Recognize map and globe features (e.g., latitude, longitude, Equator, relief map, climate map, title, legend/key, compass rose, absolute location)</p>	<p>Label map and globe features on a map (e.g., latitude, longitude, Equator, Prime Meridian, legend/key, compass rose)</p>	<p>Illustrate and label a map of a familiar location, using map features and symbols (e.g., title, legend/key, cardinal directions, compass rose)</p>	<p>Classify maps according to their features and purpose (e.g., physical, political, historical, population, climate, natural resources)</p>	<p>Identify vocabulary related to maps and globes</p> <ul style="list-style-type: none"> <li>• map features</li> <li>• cardinal and intermediate directions</li> <li>• physical, political, and special purpose maps</li> </ul>	<p>G.1.3.1 G.1.3.5 G.1.3.11 G.1.3.12 G.1.3.13 G.1.3.15 G.1.4.1 G.1.4.12 G.1.4.13 G.1.4.14 G.1.4.15 G.1.4.16 G.1.5.1 G.1.5.7 G.1.5.8</p>
<p>ELPSS.G.1.3-5.3 Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>Point to visual representations of cultural characteristics of familiar and other cultures (e.g., food, clothing, celebrations, sports)</p>	<p>Label cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of diverse groups in Arkansas and the United States (e.g., celebrations, music, sports, art, language)</p>	<p>Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>G.2.3.1 G.2.3.2 G.2.3.3 G.2.3.4 G.2.4.1 G.2.4.2 G.2.4.3 G.2.4.4 G.2.5.1 G.2.5.2 G.2.5.3</p>

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ELPSS.G.1.3-5.4 Identify vocabulary related to human-environmental interaction	Match vocabulary with pictures of people interacting with the environment (e.g., paving a road, building a shelter, farming the land)	Match vocabulary with pictures of natural events that alter the environment and communities (e.g., tornados, earthquakes, erosion, fires)	Categorize vocabulary related to human-environmental interaction (e.g., farming, pit mining, housing, transportation, migration, clear cutting, recycling)	Give examples of human interaction and natural events that affect the environment (e.g., acid rain, global warming, tornadoes, earthquakes, fires, crop rotation, clear cutting, construction)	Identify vocabulary related to human-environmental interaction	G.3.3.3 G.3.3.4 G.3.4.2 G.3.4.4 G.3.4.5 G.3.4.6 G.3.5.1 G.3.5.2 G.3.5.5 G.3.5.6 G.3.5.7

Vocabulary: locate, map, relative location, absolute location, globe, Equator, Prime Meridian, North Pole, South Pole, city, state, country, United States, continent, weather, climate, seasons (spring, summer, fall, winter), transportation, school, community, symbols, special purposes maps (physical, political, historical, relief, population, climate, natural resources), map title, compass rose, legend/key, map scale, cardinal directions (north, south, east, west), intermediate directions, culture, customs, traditions, rural, urban, suburban, environment, recycle, litter, conservation, boundaries, physical features, landforms, air, land, water, ocean, coast, lake, river, mountain, island, desert, region(s), population, latitude, longitude, hemispheres, natural disasters, migration, natural resources, shelter, recreation, Earth, home address, Arkansas, county, capital, change, characteristics, adapt, rain forest, mountain ranges, plateau, peninsula, ethnic, world

Grades 3-5

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.3-5.1 Identify vocabulary related to local, state, and federal government <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	Point to visual representations of vocabulary related to local, state, and federal government <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	Match visual representations of vocabulary related to local, state, and federal government with the written word <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	Match written vocabulary related to local, state, and federal government with the verbal cue <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	Sort vocabulary related to local, state, and federal government, using graphic organizers <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	Identify vocabulary related to local, state, and federal government <ul style="list-style-type: none"> <li>• leaders</li> <li>• services</li> <li>• branches</li> </ul>	C.4.3.1 C.4.3.2 C.4.3.3 C.4.4.1 C.4.4.2 C.4.4.3 C.4.5.1 C.4.5.3 C.4.5.4 C.4.5.5 C.4.5.7 C.4.5.8

Grades 3-5

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.3-5.2 Define the vocabulary related to being a citizen of the United States (e.g., voting, election, education, jury duty, volunteerism)	Illustrate ways people demonstrate citizenship (e.g., voting, election, education, jury duty, volunteerism)	Match visual representation of citizenship to the written word (e.g., voting, election, education, jury duty, volunteerism)	List examples of ways people demonstrate citizenship (e.g., voting, election, education, jury duty, volunteerism)	Classify activities that demonstrate citizenship, using a graphic organizer (e.g., voting, election, education, jury duty, volunteerism)	Define the vocabulary related to being a citizen of the United States (e.g., voting, election, education, jury duty, volunteerism)	C.5.3.2 C.5.3.3 C.4.4.4 C.5.4.4 C.5.4.5 C.5.5.8 C.5.5.9 C.5.5.10 C.5.5.11 C.5.5.12 C.5.5.13 C.5.5.14 C.5.5.15

Vocabulary: rules, laws, authority, president, governor, mayor, judge, police, government official, democracy, government (local, state, federal), executive branch, legislative branch, judicial branch, Congress, Supreme Court, checks and balances, national symbols, flag, citizen, citizenship, volunteerism, rights and responsibilities, vote, election, political party, government services, constitution, Bill of Rights, United States, amendment, enforce, participate, patriotism, human rights, equal opportunity, justice, candidate, house, senate, jury, jury duty, leaders

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.3-5.1 Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Point to pictures indicating change over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Match pictures with words associated with changes that occur over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Sequence changes in chronological order, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Give examples of changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future)	H.6.3.7 H.6.3.8 H.6.3.9 H.6.3.10 H.6.3.13 H.6.3.14 H.6.3.15 H.6.4.9 H.6.4.10 H.6.4.11 H.6.4.12 H.6.4.13 H.6.4.16 H.6.5.2 H.6.5.7

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.3-5.2 Identify vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Point to visual representations of vocabulary related to conflict and consensus (e.g., soldier, war, treaty)	Match visual representations related to conflict and consensus with the written word (e.g., soldier, war, treaty)	Sort vocabulary into conflict and consensus with the verbal cue (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, battle, protest, demonstration)	Give examples of vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Identify vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	H.6.3.3 H.6.3.4 H.6.3.5 H.6.3.6 H.6.4.4 H.6.4.5 H.6.4.6 H.6.4.7 H.6.4.8 H.6.5.8 H.6.5.9 H.6.5.10 H.6.5.12 H.6.5.13 H.6.5.14 H.6.5.15 H.6.5.16 H.6.5.17 H.6.5.18 H.6.5.19 H.6.5.20 H.6.5.30 H.6.5.31

Grades 3-5

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.3-5.3 Identify vocabulary associated with movement and expansion in Arkansas and United States history (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	Match visual representations with vocabulary related to movement and expansion (e.g., boat, ship, train, covered wagon)	Label illustrations related to movement and expansion (e.g., boat, ship, train, covered wagon, colony, trade, route, migration, exploration, explorer)	Create a word wall, with guidance, using vocabulary related to movement and expansion (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	Create a word wall, in small groups, using vocabulary related to movement and expansion (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	Identify characteristics of movement and expansion in Arkansas and U.S. history (e.g., colony, trade, expansion, expedition, route, migration, exploration, explorer)	H.6.3.15 H.6.3.16 H.6.3.17 H.6.3.18 H.6.4.16 H.6.4.17 H.6.4.18 H.6.4.19 H.6.4.20 H.6.4.21 H.6.5.22 H.6.5.23 H.6.5.24 H.6.5.25 H.6.5.26

Vocabulary: celebrations, holidays, traditions, symbols, flag, historical site, historical people, historical events, historical contributions, conflict, consensus, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, settlement, civilization, freedom, transportation, communication, railroad, technology, tribe, explorer, exploration, expedition, battle, war, revolution, civil war, slavery, soldier, thirteen colonies, westward expansion, nation, territory, BCE/CE – Before Common Era/Common Era, millennium, decade, century, cause and effect, secession, migration, treaty, compromise, freedom, peace, protest, demonstration, trade, route

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.3-5.1 Identify vocabulary related to making economic choices (e.g., wants, needs, scarcity, opportunity costs, trade-offs, benefits, incentives, rewards, save, spend, invest)	Recognize vocabulary related to making choices (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	Match vocabulary related to making economic choices with familiar examples (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	Illustrate and label steps of the decision making model	Explain an economic choice, using the decision making model and related vocabulary (e.g., wants, needs, scarcity, opportunity costs, trade-offs, benefits, incentives, rewards, save, spend, invest)	Identify vocabulary related to making economic choices (e.g., wants, needs, scarcity, costs, benefits, incentives, rewards, save, spend, invest)	E.7.3.1 E.7.3.2 E.7.3.3 E.7.4.1 E.7.4.2 E.7.4.3 E.7.5.1 E.7.5.2 E.7.5.3 E.7.5.4 E.7.5.5 E.7.5.6 E.7.5.8

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.3-5.2 Discuss vocabulary related to human, natural, and capital resources (e.g., producers, consumers, worker, goods, services, renewable, nonrenewable, profit, trade, entrepreneur, productivity, equipment, warehouse)	Recognize vocabulary related to human, natural, and capital resources, using pictures, symbols, or realia	Illustrate familiar human, natural, and capital resources	Categorize resources as human, natural, or capital	Give examples of human, natural, and capital resources	Discuss vocabulary related to human, natural, and capital resources (e.g., producers, consumers, worker, goods, services, renewable, nonrenewable, profit, trade, entrepreneur, productivity, equipment, warehouse)	E.8.3.1 E.8.3.2 E.8.3.3 E.8.3.4 E.8.3.5 E.8.3.6 E.8.4.1 E.8.4.2 E.8.4.3 E.8.4.4 E.8.4.5 E.8.4.6 E.8.5.1 E.8.5.2 E.8.5.4

Grades 3-5

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.3-5.3 Identify vocabulary related to currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Point to visual representations of vocabulary related to currency and financial institutions (e.g., coin, dollar, dollar sign, bank)	Match visual representations of vocabulary related to currency and financial institutions to the written word (e.g., coin, dollar, dollar sign, bank)	Give examples of currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Describe the uses of currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	Identify vocabulary related to currency and financial institutions (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve)	E.9.3.1 E.9.3.2 E.9.3.3 E.9.4.1 E.9.4.2 E.9.5.1 E.9.5.2 E.9.5.3 E.9.5.7 E.9.5.9

Vocabulary: wants, needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity cost, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, monetary, medium of exchange, financial institution, markets, production, specialization, interdependence, decision making model, productivity, entrepreneur, entrepreneurship, profit, saving, characteristics of money (portability, durability, divisibility, uniformity), interest, product, taxes, supply and demand, inflation, import, export, consequence, economic decisions, economy (traditional, market, command), free enterprise system, capital goods, wages/salaries, spend, stock, company, Federal Reserve, price, competition, marketing

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.6-8.1 Demonstrate an understanding of vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	Recognize physical features, using pictures or visual aids (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Point to physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Label physical features of Arkansas, the United States, and countries throughout the world on a map or globe (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Illustrate physical features of Arkansas, the United States, and countries throughout the world on maps and globes (e.g., hemispheres, continents, islands, bodies of water, mountains, regions, plateaus, peninsulas, tundra, deserts)	Demonstrate an understanding of vocabulary related to physical features and locations in Arkansas, the United States, and countries throughout the world	G.1.6.2 G.1.6.3 G.1.6.4 G.1.6.6 G.1.6.9 G.1.6.10 G.1.7.2 G.1.7.3 G.1.7.5 G.1.7.9 G.1.8.1 G.1.8.5

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
<p>ELPSS.G.1.6-8.2 Demonstrate an understanding of vocabulary related to maps and globes</p> <ul style="list-style-type: none"> <li>• map features</li> <li>• absolute and relative location</li> <li>• physical, political, and special purpose maps</li> </ul>	<p>Recognize map and globe features and purposes (e.g., latitude, longitude, Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, title, legend/key, compass rose, cardinal and intermediate directions, map scale, weather map, climate map, population map, vegetation map)</p>	<p>Label features on various types of maps (e.g., latitude, longitude, Equator, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, title, legend/key, compass rose, cardinal and intermediate directions, map scale)</p>	<p>Construct a map, with guidance, using map components (e.g., title, legend/key, cardinal directions, compass rose, inset map, grid system, latitude, longitude, map scale)</p>	<p>Compare types of information on a variety of special purpose maps and globes (e.g., weather, population, climate, vegetation)</p>	<p>Demonstrate an understanding of vocabulary related to maps and globes</p> <ul style="list-style-type: none"> <li>• map features</li> <li>• absolute and relative location</li> <li>• physical, political, and special purpose maps</li> </ul>	<p>G.1.6.1 G.1.6.5 G.1.6.7 G.1.6.8 G.1.6.9 G.1.7.1 G.1.7.4 G.1.7.5 G.1.7.7 G.1.7.8 G.1.8.3 G.1.8.4</p>
<p>ELPSS.G.1.6-8.3 Describe cultural characteristics of diverse groups in Arkansas, the United States, and the world (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>Point to visual representations of cultural characteristics of familiar and other cultures (e.g., food, clothing, celebrations, sports)</p>	<p>Label cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural characteristics of familiar and other groups (e.g., food, clothing, celebrations, sports)</p>	<p>Give examples of cultural exchange and assimilation (e.g., foods, clothing, celebrations, music, sports, art, language)</p>	<p>Describe cultural characteristics of diverse groups in Arkansas and the United States (e.g., food, clothing, music, art, greetings, customs/traditions)</p>	<p>G.2.6.1 G.2.6.2 G.2.6.3 G.2.7.1 G.2.7.2 G.2.7.3 G.2.8.1 G.2.8.2 G.2.8.3</p>

Grades 6-8

Strand 1: Geography

Students shall use the language of geography to develop a geographical understanding of physical and spatial characteristics, culture and diversity, and the interaction of people and the environment.

- Students shall develop an understanding of the physical and spatial characteristics and applications of geography.
- Students shall develop an understanding of how cultures around the world develop and change.
- Students shall develop an understanding of the interactions between people and their environment.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.G.1.6-8.4 Discuss vocabulary related to human-environmental interaction	Match vocabulary with pictures of people interacting with the environment (e.g., paving a road, building a shelter, farming the land)	Match vocabulary with pictures of natural events that alter the environment and communities (e.g., tornados, earthquakes, fires)	Illustrate human-environmental interaction (e.g., farming, strip mining, housing, transportation, clear cutting, recycling)	Give examples of human interaction and natural events that affect the environment (e.g., acid rain, global warming, tornadoes, earthquakes, fires, crop rotation, clear cutting, construction)	Discuss vocabulary related to human-environmental interaction	G.3.6.2 G.3.6.4 G.3.6.5 G.3.6.6 G.3.6.7 G.3.7.1 G.3.7.2 G.3.7.3 G.3.8.1 G.3.8.3 G.3.8.5

Vocabulary: locate, map, relative location, absolute location, globe, Equator, Prime Meridian, North Pole, South Pole, city, state, country, United States, continent, weather, climate, seasons (fall, spring, summer, winter), transportation, places, school, community, symbols, special purposes maps (physical, political, historical, relief, population, climate, natural resources, vegetation, weather), compass rose, legend/key, map scale, cardinal directions (north, south, east, west), culture, customs, traditions, racial groups, ethnic groups, rural, urban, suburban, infrastructure, globalization, occupation, communication, environment, recycle, litter, conservation, boundaries, physical features (landforms), air, land, water, ocean, coast, lake, river, mountain, island, desert, region, population, latitude, longitude, hemispheres, nature disasters, migration, natural resources, civilization, chart, graph, acid rain, global warming, ozone depletion, erosion, desertification, identify, shelter, recreation, Earth, illustrate, citizens, religion, title, home address, Arkansas, county, capital, systems, settlements, characteristics, adapt, modify, interdependence, tundra, rain forest, features, mountain ranges, plateau, peninsula, diverse, grid map, ethnic, world, environment, data, consequences, influence, renewable, non-renewable, ethnic, racial, push-pull factors

Grades 6-8

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.6-8.1 Identify vocabulary related to government <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	Point to visual representations of vocabulary related to government <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	Match visual representations of vocabulary related to government with the written word <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	Match written vocabulary related to government with the verbal cue <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	Sort vocabulary related to government, using graphic organizers <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	Identify vocabulary related to government <ul style="list-style-type: none"> <li>• leaders</li> <li>• branches</li> <li>• forms</li> </ul>	C.4.6.1 C.4.6.2 C.4.6.3 C.4.6.4 C.4.6.5 C.4.6.6 C.4.6.7 C.4.6.8 C.4.7.1 C.4.7.2 C.4.7.3 C.4.7.4 C.4.8.1 C.4.8.2

Grades 6-8

Strand 2: Civics

Students shall use the language of civics to develop knowledge of government and citizenship.

- Students shall develop an understanding of the forms and roles of government.
- Students shall develop an understanding of the rights and responsibilities of citizens.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.C.2.6-8.2 Discuss vocabulary related to rights and responsibilities of citizenship, including the election process	Illustrate ways people demonstrate citizenship (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	List vocabulary related to citizenship on a word wall (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	List examples of ways people demonstrate citizenship (e.g., voting, election, obeying laws, volunteerism, education, jury duty)	Describe rights and responsibilities of citizenship	Discuss vocabulary related to rights and responsibilities of citizenship, including the election process	C.5.6.1 C.5.6.7 C.5.6.8 C.5.6.9 C.5.6.10 C.5.6.11 C.5.6.12 C.5.6.13 C.5.6.14 C.5.7.3 C.5.7.4 C.5.8.1 C.5.8.3 C.5.8.4 C.5.8.5 C.5.8.6

Vocabulary: rules, laws, president, governor, mayor, judge, police, government official, local official, democracy, government local, state, federal), executive branch, legislative branch, judicial branch, Congress, Supreme Court, checks and balances, national symbols, flag, citizen, citizenship, patriotism, volunteerism, rights, responsibilities, privileges, vote, election, participation, political party, government services, Declaration of Independence, U. S. Constitution, Bill of Rights, United States, amendment, human rights, justice, equal opportunity, authority, enforce, candidate, house, senate, two-party system, dictatorship, monarchy, constitution, contributions, oligarchy, theocracy, totalitarianism, jury, jury duty

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.6-8.1 Explain changes that occur over time, using a timeline and time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	Create a timeline, using pictures or illustrations, depicting change over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	Match vocabulary with pictures or definitions associated with changes that occur over time (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	Sequence changes in chronological order, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	Give examples of changes that occur over time, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	Explain changes that occur over time, using a timeline or time indicators (e.g., first/next/last, before/after, yesterday/today/tomorrow, past/present/future, decade, century, millennium, Before Common Era (BCE)/Common Era (CE), chronological order)	H.6.6.2 H.6.6.3 H.6.6.4 H.6.6.5 H.6.6.6 H.6.6.7 H.6.6.8 H.6.6.9 H.6.6.11 H.6.6.12 H.6.7.1 H.6.7.2 H.6.7.3 H.6.7.4 H.6.7.5 H.6.7.6 H.6.7.7 H.6.7.8 H.6.7.10 H.6.7.11 H.6.7.12 H.6.7.13 H.6.7.14 H.6.8.1 H.6.8.2 H.6.8.3

						H.6.8.6 H.6.8.7 H.6.8.8 H.6.8.9 H.6.8.10 H.6.8.11 H.6.8.12 H.6.8.13 H.6.8.14 H.6.8.15 H.6.8.16 H.6.8.17 H.6.8.18 H.6.8.19 H.6.8.20 H.6.8.21
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Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.6-8.2 Discuss vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration, terrorism)	Point to visual representations of vocabulary related to conflict and consensus (e.g., soldier, war, treaty)	Match visual representations related to conflict and consensus with the written word (e.g., soldier, war, treaty)	Sort vocabulary into conflict and consensus with the verbal cue (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, battle, protest, demonstration)	Give examples of vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration)	Discuss vocabulary related to conflict and consensus (e.g., soldier, war, treaty, compromise, freedom, peace, revolution, civil war, battle, protest, demonstration, terrorism)	H.6.6.13 H.6.6.14 H.6.6.15 H.6.6.16 H.6.6.17 H.6.6.18 H.6.6.19 H.6.6.20 H.6.6.21 H.6.6.22 H.6.6.23 H.6.6.24 H.6.6.25 H.6.6.26 H.6.6.27 H.6.7.15 H.6.7.16 H.6.7.17 H.6.7.18 H.6.7.19 H.6.7.20 H.6.8.22 H.6.8.23 H.6.8.24 H.6.8.25 H.6.8.26 H.6.8.27 H.6.8.28 H.6.8.29 H.6.8.30

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.6-8.3 Discuss vocabulary related to movement and expansion in Arkansas, the United States, and the world, over time (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonization)	Match pictures with vocabulary related to movement and expansion (e.g., boat, ship, train, covered wagon, airplane, space shuttle, explorer)	Create a word wall of vocabulary related to movement and expansion, with guidance (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries)	Organize characteristics of movement and expansion, using graphic organizers (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonization)	Categorize common elements related to movement and expansion (e.g., exploration/explorer, trade/route, migration/immigration, imperialism/colonization, communication/technology)	Discuss vocabulary related to movement and expansion in Arkansas, the United States, and the world, over time (e.g., exploration, explorer, expansion, migration, immigration, trade, route, civilization, boundaries, imperialism, colonization)	H.6.6.28 H.6.6.29 H.6.6.31 H.6.7.21 H.6.7.22 H.6.7.23 H.6.7.24 H.6.7.27 H.6.8.31 H.6.8.32 H.6.8.33 H.6.8.34 H.6.8.35 H.6.8.39

Grades 6-8

Strand 3: History

Students shall use the language of history to develop knowledge of history over time.

- Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.H.3.6-8.4 Discuss vocabulary related to cultural and societal changes over time in Arkansas, the United States, and the world (e.g., assimilation, cultural exchange, commonalities, difference, renaissance, suffrage, civil rights, social and political reform)	Recognize commonalities and differences among familiar cultures	Create a word wall related to cultural and societal changes, with guidance	Give examples of cultural and societal changes	Compare and contrast examples of cultural and societal changes over time, using a graphic organizer (e.g., use a T-chart to show changes in suffrage, use a web to chart changes in film, use a Venn diagram to show assimilation of immigrants to the mainstream culture)	Discuss vocabulary related to cultural and societal changes over time in Arkansas, the United States, and the world (e.g., assimilation, cultural exchange, commonalities, difference, renaissance, suffrage, civil rights, social and political reform)	H.6.6.33 H.6.6.34 H.6.6.35 H.6.7.27 H.6.7.28 H.6.7.29 H.6.7.30 H.6.7.31 H.6.8.36 H.6.8.37

Vocabulary: celebrations, holidays, traditions, symbols, flag, historical site, historical people, historical events, historical contributions, conflict, chronological order, before/after, first/next/last, now/long ago, yesterday/today/tomorrow, past/present/future, timeline, artifacts, primary sources, secondary sources, change over time, colony, settlement, civilization, religious freedom, political freedom, transportation, communication, railroad, technology, tribe, explorer, exploration, expedition, battle, war, revolution, civil war, slavery, colonization, culture, westward expansion, nation, territory, BCE/CE – Before Common Era/Common Era, millennium, decade, century, industrial revolution, cause and effect, secession, reconstruction, reformation, reformer, empire, ancient, dynasty, depression, feudalism, medieval, space program/race, society, social and political reform, suffrage, weapons, plague, pandemic, global relations, communism, fascism, imperialism, nationalism, invasion, alliance, holocaust, arms race, civil rights, segregation, desegregation, terrorism, labor unions, migration, trade route, prohibition, theocracy, renaissance, genocide, consensus

Grades 6-8

Strand 4: Economics

Students shall use the language of economics to develop knowledge about economic choices, resources, and markets.

- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.6-8.1 Make conditional statements (if...then) related to economic choices (e.g., supply/ demand--If there is a large supply of oil, then prices will fall)	Use pictures to identify items that may be categorized as wants or needs	Identify choices people make that impact personal wants and needs (e.g., scarcity, trade-offs, benefits, opportunity costs, incentives, save, spend, invest)	Illustrate and label steps of the decision making model	Discuss opportunity costs with regard to decision making	Make conditional statements (if...then) related to economic choices (e.g., supply/ demand--If there is a large supply of oil, then prices will fall)	E.7.6.1 E.7.6.2 E.7.6.3 E.7.6.4 E.7.6.5 E.7.6.6 E.9.6.10 E.7.7.1 E.7.7.2 E.7.7.3 E.7.7.4 E.7.7.5 E.7.7.6 E.9.7.7 E.7.8.1 E.7.8.2 E.7.8.3 E.7.8.4 E.9.8.8

Grades 6-8

Strand 4: Economics

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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.4.6-8.2 Demonstrate an understanding of vocabulary related to factors of production (e.g., human resources, capital resources, natural resources, entrepreneurship)	Identify vocabulary related to familiar human, natural, and capital resources, using pictures, symbols, or realia (e.g., producer, entrepreneur, consumer, worker, equipment, renewable resources, nonrenewable resources, productivity, wages, rent, profit)	Illustrate and label familiar factors of production (e.g., human resources, capital resources, natural resources)	Give examples of factors of production (e.g., assembly line, competition, specialization, productivity, industrialization, technology, petroleum)	Classify factors of production as human, natural and/or capital resources	Demonstrate an understanding of vocabulary related to factors of production (e.g., human resources, capital resources, natural resources, entrepreneurship)	E.8.6.1 E.8.6.2 E.8.6.3 E.8.6.4 E.8.7.1 E.8.7.2 E.8.7.3 E.8.8.1 E.8.8.2 E.8.8.3

Grades 6-8

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- Students shall evaluate the use and allocation of human, natural, and capital resources.
- Students shall analyze the exchange of goods and services and the roles of governments, businesses, and individuals in the market place.

ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.6-8.3 Identify vocabulary related to currency and financial institutions over time (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve, stock market)	Recognize visual representations of vocabulary related to currency and financial institutions (e.g., coin, dollar, dollar sign, bank, stock market, Federal Reserve)	Match visual representations of vocabulary related to currency and financial institutions to the written word (e.g., coin, dollar, dollar sign, bank, stock market, Federal Reserve)	Give examples of various types of currency and financial institutions over time (e.g., coin, dollar, gold, iron bars, shells, beads, banks, credit unions, mortgage loan companies, Federal Reserve)	Describe the characteristics and/or uses of currency and financial institutions over time	Identify vocabulary related to currency and financial institutions over time (e.g., coin, dollar, banks, credit unions, mortgage loan companies, Federal Reserve, stock market)	E.9.6.1 E.9.6.2 E.9.6.3 E.9.6.4 E.9.6.7 E.9.6.9 E.9.7.1 E.9.7.2 E.9.7.3 E.9.7.5 E.9.8.1 E.9.8.2 E.9.8.7

Grades 6-8

Strand 4: Economics

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- Students shall analyze the costs and benefits of making economic choices.
- Students shall evaluate the use and allocation of human, natural, and capital resources.
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ELP Student Learning Expectation	Student Proficiency Levels					Social Studies SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPSS.E.6-8.4 Identify vocabulary related to the exchange of goods and services (e.g., supply, demand, competition, markets, import, export, product, trade)	Point to visual representations of familiar goods and services	Recognize vocabulary related to familiar examples of trade (e.g., purchase a product, exchange chores, import, export, price, quantity, markets)	Sort vocabulary related to goods and services, supply and demand, and trade	Give examples of vocabulary related to goods and services, supply and demand, and trade	Identify vocabulary related to the exchange of goods and services (e.g., supply, demand, competition, markets, import, export, product, trade)	E.9.6.8 E.9.6.10 E.9.6.11 E.9.7.4 E.9.7.7 E.9.8.5 E.9.8.8 E.9.8.9

Vocabulary: economic wants and needs, choices, scarcity, resources (human, natural, capital, limited), trade-off, costs, opportunity cost, incentive, reward, producers, consumers, work(er), job, services, goods, skills, trade, money/currency, barter, medium of exchange, financial institution, markets, production, specialization, decision making model, productivity, entrepreneur, profit, saving, measure of value, portability, durability, divisibility, uniformity, interest, product, taxes, supply and demand, inflation, import, export, consequence, economic decisions, economy (traditional, market, command), free enterprise system, capital goods, wages/salaries, spend, stock, company, Federal Reserve, price, competition, marketing, standard of living, industrialization, account (savings, checking), transaction, deposit, stock market, standardization

Glossary for K-8 Social Studies Curriculum Framework

Abolitionists	Reformers who fought for the end of slavery
Absolute location	The position of a point on Earth's surface that can usually be described by latitude and longitude. Another example of absolute location would be the use of a nine-digit zip code and street address
Absolute ruler	Monarch who holds supreme power and authority
Artifact	An object made by groups of humans, such as tools and clothes; any object made by human work or skill
Assimilation	Process of adopting another culture while keeping aspects of one's own culture
Astrolabe	Instrument that measures latitude using celestial bodies
Barter	The direct exchange of goods or services between people
Capital resources	Goods used in the production of other goods
Caravels	Portuguese cargo ships of the late 15 <sup>th</sup> century which had a stern rudder making it capable of ocean and river navigation
Cardinal directions	The four main directions: north, east, south, and west
Climate	Long-term patterns and trends in weather elements and atmospheric conditions
Codified	Organized and arranged in a systematic order
Columbian Exchange	The transfer, beginning with Columbus' first voyage, of plants, animals, and diseases between the Western Hemisphere and Eastern Hemisphere
Command economy	A system in which the basic economic questions are generally answered by the government
Compass rose	A symbol on a map indicating direction (e.g., north, southwest)
Consumer	One who buys or rents goods or services and uses them
Counter Reformation	Also referred to as Catholic Reformation; an attempt to reform Catholic Church policies and refute Protestant challenges
Cultural diffusion (exchange)	Spread of ideas, customs, and technologies from one group of people to another
Culture	Learned behavior of people (e.g., belief systems and languages, social relations, institutions, organizations) and their material goods (e.g., food, clothing, buildings, and technology)
Decision making model	A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision
Demand	The number of consumers who desire the goods that are in supply
Divine right of kings	Political theory that a ruler derives his or her power directly from God and is only accountable to God
Divisibility	The capacity to be separated into parts
Durability	The ability of a product to be reused
Economy	System by which goods and services are produced and distributed
Emancipation Proclamation	Executive order issued by President Abraham Lincoln on January 1, 1863, that freed enslaved African-Americans in the Confederate states
Empire	Group of states or territories controlled by one ruler

Entrepreneur	A person who organizes, operates, and assumes the risk for a business hoping to make a profit
Equator	An imaginary line running east and west that circles the earth halfway between the North and South Poles; 0° latitude
Ethnic	Characteristics of a specific group or culture
Factors of production	Natural resources, human resources, capital resources, and entrepreneurship required to produce any food or service
Fascism	A political philosophy, movement, or government that places national identity and interests over individual freedom; the opposite of liberal democracy
Federal Reserve	The central banking system of the United States
Flapper	Women of the 1920s who challenged social traditions with their dress and behavior
Free enterprise	Economic system in which business is permitted to compete without government control
Globalization	Development of an integrated global economy marked by free trade, free flow of capital, and the tapping of cheaper foreign labor markets
Goods	Items one buys or sells that can be made or grown (e.g., food, clothing, cars)
Gross Domestic Product (GDP)	Market value of goods and services produced within a country during a given time
Harlem Renaissance	Period of African-American artistic accomplishments that began in the 1920s in the Harlem neighborhood of New York City
Hemispheres	Half of the globe; divided into Northern, Southern, Eastern, and Western
Historical map	A map that shows how a place looked in an earlier time
Human capital	Knowledge and skills that enable workers to be productive
Human resource	A person's intellectual and physical abilities
Imperialism	Quest for colonial empires
Indigenous	That which originates, produces, grows, lives, or occurs naturally in a particular region or environment
Industrialization	An industrial revolution that resulted in social and economic change
Inflation	Rise in the average price level of all goods and services produced in an economy.
Infrastructure	Basic facilities, services, and installations needed for the functioning of a community or society (e.g., transportation and communication systems, water and power lines, public institutions)
Inset map	A small map set within a larger map to show detail or additional information
Interdependence	Reliance on people in other places for information, resources, goods, and services
Intermediate (ordinal) directions	Directions between cardinal directions (northwest, southwest, southeast, northeast)
Internment	Being held against one's will without being charged with a crime
Interstate	Commerce between states
Intrastate	Commerce within states

Jazz Age	Description of the 1920s based on musical styles originating with African-American musicians in New Orleans and gaining national appeal
Latitude	Imaginary lines around the globe that run east and west; also called parallels
Legend/Key	An explanation of what the symbols on a map stand for; explains the meaning of map symbols
Limited resources	Lacking in goods and services
Longitude	Imaginary lines around the globe the run between the North and South Poles; also called meridians
Loyalists	American colonists who supported the British government during the American Revolution
Mandate of Heaven	In Asia, the authority granted by Heaven to deserving rulers
Manifest Destiny	The 19 <sup>th</sup> century belief that the United States would inevitably expand westward to the Pacific Ocean and into Mexican territory
Map scale	The relationship or ration between a linear measurement on a map and the corresponding distance on Earth's surface.
Market	A place or process through which goods and services are exchanged; any setting in which exchange occurs between buyers and sellers
Market economy	Economic system that permits an open exchange of goods and services between producers and consumers
Measure of value	The estimated value of goods and services produced in the economy
Medium of exchange	A generally accepted means of payment for goods and services
Mosaic	A mixture of people from different cultures and races who blend together by altering their native culture and language
Nationalism	National pride or loyalty
Natural resource	Anything found in nature that can be used to produce a product (e.g., land, water, coal)
Nazism	A political ideology of racist nationalism, national expansion, and state control of the economy
Opportunity cost	The highest valued alternative given up when a decision is made; the value of the next best alternative that must be given up when a choice is made
Patriots	Colonists who supported American independence from Britain
Peninsula	An extension of land almost completely surrounded by water but connected to a larger area of land
Physical map	A map that shows mountains, rivers, valleys, oceans, and other natural features
Place	Physical and human characteristics that distinguish one geographic location from another
Plateau	A landform that has steep sides and a flat top
Political map	A map designed primarily to show countries, states, cities, towns, and man-made boundaries
Portability	The general characteristic of being readily transportable from one location to another
Primary source	Original documents, manuscripts, or records
Prime Meridian	An imaginary line running north and south that divides Earth into the Eastern and Western Hemispheres; 0° longitude
Producer	One who makes goods or services
Productive resource	Natural resources, human resources, capitol resources, and entrepreneurship used to make goods and services

Productivity	Amount of output per unit of input over a period of time
Protestant Reformation	A 16 <sup>th</sup> century movement which began in Germany that resulted in a break within the Catholic Church and led to the creation of the new Protestant churches
Push-pull factors	Conditions that motivate individuals to migrate to or from a location
Region	An area with one or more common characteristics or features that give it a measure of uniformity and make it different from surrounding areas
Relative location	The site of a place or region in relation to other places or regions (e.g., northwest, downstream)
Renaissance	An era of creativity and learning which began in Italy in the 14 <sup>th</sup> century and resulted in a renewed interest in Greek and Roman civilizations
Roaring Twenties	Description of the 1920s based on a booming economy and a celebration of youth
Rural	An area with low population density (e.g., village, countryside)
Scarcity	An economic condition that exists when demand is greater than supply
Secondary source	Artifact or record that is not original work but builds on a primary source
Services	The performance of any duty or work for others
Simony	The buying or selling of a church office
Special purpose map	Also called a thematic map; used to show more specific information than a general map
Specialization	A person highly trained to do one specific job
Store of value	A method of storing and accumulating wealth
Suburban	A residential district located on the outskirts of a city
Suffrage	Right to vote
Supply and demand	The economic theory that shows the relationship between supply and demand; when supply exceeds demand, prices fall, and when demand exceeds supply, prices rise
Talkies	Motion pictures with sound
Temperance	An organized movement to stop the drinking of alcoholic beverages
Timeline	A span of chronological time during in which something exists or happens
Trade off	Giving up one thing in order to have another
Traditional economy	Economic system based on barter of goods and services
Triangular trade	The trans-Atlantic system of trade in which goods and people, including slaves, were exchanged between Africa, Europe, the West Indies, and colonies in North America
Uniformity	A condition in which everything is consistent and unvarying
Urban	An area with high population density (e.g., town, city)
Voluntary exchange	Trading goods and services with other people because both parties expect to benefit
Wages	Payment earned for production of goods and services
Yellow journalism	Sensational news reporting, first used by Joseph Pulitzer and William Randolph Hearst, designed to influence public opinion