

**Grades K-4**

**Social Studies  
Curriculum Framework**

**Revised 2014**

## Grades K-4 Social Studies Curriculum Framework

### Course Focus and Content

Grades K-4 Social Studies provides an introduction to civics/government, economics, geography, and history. The course strands, content standards, and the student learning expectations (SLEs) are meant to be taught in an integrated manner, not in isolation. Basic skills and foundational knowledge are developed through practical classroom experiences that access and develop personal connections to the content. Students learn through social studies lenses that begin by focusing on the narrower and more manageable viewpoint of self and personal experience, expanding to community, state, nation, and ultimately to a broader world view.

### Skills and Application

Throughout Grades K-4, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. K-4 Social Studies is required by the Standards for Accreditation.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the SLEs.


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

## K-4 Social Studies Curriculum Framework

Strand	Content Standard
Civics/Government	
	1. Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.
	2. Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.
	3. Processes, Rules, and Laws - Students will analyze the sources and functions of laws as well as the process of making and amending laws.
Economics	
	4. Economic Decision Making - Students will analyze economic decision making.
	5. Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
	6. Growth and Stability - Students will evaluate economic growth and stability.
	7. Global Economy - Students will analyze economic interdependence within a global economy.
Geography	
	8. Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
	9. Human-Environment Interaction - Students will analyze the interaction between humans and the environment.
	10. Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.
	11. Global Interconnections - Students will compare global places and regions and the connections between them.
History	
	12. Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.
	13. Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

Notes:

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

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

Strand: Civics/Government

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Structure and Function	C.1.K.1 Begins in Grade 2	C.1.1.1 Begins in Grade 2	C.1.2.1 Identify <i>founding documents</i> of the United States (e.g., U.S. Constitution, Bill of Rights) D2.Civ.3.3-5	C.1.3.1 Discuss the origins of the United States <i>founding documents</i> (e.g., U.S. Constitution, Bill of Rights) D2.Civ.3.3-5	C.1.4.1 Explain the purpose of the <i>founding documents</i> including the Declaration of Independence, U.S. Constitution, and the Bill of Rights D2.Civ.3.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5
	C.1.K.2 Describe the role of a school and its leaders D2.Civ.1.K-2	C.1.1.2 Discuss roles of people who hold positions of authority D2.Civ.1.K-2	C.1.2.2 Describe roles and responsibilities of people in authority in local communities D2.Civ.1.K-2	C.1.3.2 Identify responsibilities and powers of government officials in different branches of state government D2.Civ.1.3-5	C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state governments D2.Civ.1.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4
	C.1.K.3 Begins in Grade 1	C.1.1.3 Discuss the functions of a government D2.Civ.5.K-2	C.1.2.3 Explain the functions of government using local examples D2.Civ.5.K-2	C.1.3.3 Explain the functions and structure of the state government D2.Civ.5.3-5	C.1.4.3 Examine the origins, functions, and structure of state and federal government D2.Civ.5.3-5	CCRA.R.1, 2, 3, 4, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4
	C.1.K.4 Begins in Grade 5	C.1.1.4 Begins in Grade 5	C.1.2.4 Begins in Grade 5	C.1.3.4 Begins in Grade 5	C.1.4.4 Begins in Grade 5	

Strand: Civics/Government

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Citizenship	<p>C.2.K.1 Recognize state and national symbols and patriotic songs D.1.3.K-2</p>	<p>C.2.1.1 Describe state and national symbols and patriotic songs D1.3.K-2</p>	<p>C.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos D1.3.K-2</p>	<p>C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos D1.3.3-5</p>	<p>C.2.4.1 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship D1.3.3-5</p>	<p>CCRA.R.1, 2, 3, 4, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5</p>
	<p>C.2.K.2 Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2</p>	<p>C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2</p>	<p>C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.K-2</p>	<p>C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5</p>	<p>C.2.4.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags D2.Civ.7.3-5</p>	<p>CCRA.R.1, 2, 3, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5</p>
	<p>C.2.K.3 Discuss responsibilities of being a good citizen D2.Civ.8.K-2</p>	<p>C.2.1.3 Demonstrate ways of being a good citizen in multiple settings D2.Civ.8.K-2</p>	<p>C.2.2.3 Describe roles and responsibilities of individuals in a democracy D2.Civ.8.K-2</p>	<p>C.2.3.3 Compare rights and responsibilities of citizens in different times and places D2.Civ.8.3-5</p>	<p>C.2.4.3 Evaluate changes in citizens' rights and responsibilities over time D2.Civ.8.3-5</p>	<p>CCRA.R.1, 2, 3, 4, 6, 7, 10 CCRA.W.1, 2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 5, 6</p>
	<p>C.2.K.4 Follow agreed upon rules for listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2</p>	<p>C.2.1.4 Use listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2</p>	<p>C.2.2.4 Use listening, consensus-building, and voting procedures in the classroom D2.Civ.9.K-2</p>	<p>C.2.3.4 Use deliberative processes when making decisions and acting upon civic problems in the classroom and school D2.Civ.9.3-5</p>	<p>C.2.4.4 Use deliberative processes when making decisions and acting upon civic problems D2.Civ.9.3-5</p>	<p>CCRA.SL.1, 2, 4</p>

Strand: Civics/Government

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Processes, Rules, and Laws	C.3.K.1 Recognize the need for rules and consequences D2.Civ.12.K-2	C.3.1.1 Explain why rules, laws, and consequences are needed D2.Civ.12.K-2 D4.2.K-2	C.3.2.1 Interpret rules and laws as they relate to students D2.Civ.12.K-2 D4.2.K-2	C.3.3.1 Examine the process for creating rules and laws at the local level D2.Civ.3.3-5	C.3.4.1 Examine the creation and enforcement of rules and laws at the state level D2.Civ.3.3-5	CCRA.R.1, 2, 3, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
	C.3.K.2 Discuss ways people improve communities D2.Civ.12.K-2	C.3.1.2 Describe ways people improve communities D2.Civ.12.K-2	C.3.2.2 Examine successful and unsuccessful attempts to improve communities D2.Civ.12.K-2	C.3.3.2 Compare ways people interact with rules and laws to improve their community D2.Civ.12.3-5	C.3.4.2 Evaluate reciprocal relationships between people and rules, laws, and policies D2.Civ.12.3-5	CCRA.R.1, 2, 3, 4, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5
	C.3.K.3 Discuss the importance of problem solving related to classroom issues D2.Civ.6.K-2	C.3.1.3 Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities D2.Civ.6.K-2	C.3.2.3 Describe ways communities work to accomplish common tasks and establish responsibilities D2.Civ.6.K-2	C.3.3.3 Compare ways people benefit from and are challenged by working together in response to local and state problems D2.Civ.6.3-5	C.3.4.3 Analyze group actions and responses to local and global problems D2.Civ.6, 13.3-5	CCRA.R.1, 2, 3 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4

Strand: Economics

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Scarcity	E.4.K.1 Recognize that all people have unlimited wants and limited resources (e.g., <i>scarcity</i> ) D2.Eco.1.K-2	E.4.1.1 Explain ways <i>scarcity</i> necessitates decision making D2.Eco.1.K-2	E.4.2.1 Discuss the importance of <i>scarcity</i> in relation to choices and <i>opportunity cost</i> D2.Eco.1.K-2	E.4.3.1 Illustrate examples of <i>scarcity</i> and <i>opportunity cost</i> within the local community and different regions in the state D2.Eco.1.3-5	E.4.4.1 Compare examples of <i>scarcity</i> from different regions in the state and nation D2.Eco.1.3-5	CCRA.R.1, 2, 4, 6, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
Costs and Benefits	E.4.K.2 Explain reasons behind a personal decision D2.Eco.2.K-2	E.4.1.2 Identify benefits and costs of making a decision D2.Eco.2.K-2	E.4.2.2 Explain a decision in terms of costs and benefits D2.Eco.2.K-2	E.4.3.2 Identify problems, alternatives, and <i>trade-offs</i> involved in making a decision D2.Eco.2.3-5	E.4.4.2 Apply <i>economic decision-making</i> models when making decisions (e.g., <i>PACED Decision Making Model</i> ) D2.Eco.2.3-5	CCRA.R.1, 4, 10 CCRA.W.1, 2, 4 CCRA.SL.1, 2, 3, 4, 5, 6



Strand: Economics

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Human Resources	E.5.K.1 Identify <i>human, natural, and capital resources</i> D2.Eco.3, 6.K-2	E.5.1.1 Explain ways <i>human resources</i> earn <i>income</i> D2.Eco.3, 6.K-2 D4.2.K-2	E.5.2.1 Discuss skills and education that <i>human resources</i> need for jobs (e.g., <i>human capital</i> ) D2.Eco.3, 6.K-2	E.5.3.1 Examine the relationship between <i>human capital</i> and <i>productivity</i> (e.g., <i>division of labor, specialization</i> ) D2.Eco.6.3-5	E.5.4.1 Examine ways <i>human capital</i> impacts <i>productivity</i> and future <i>incomes</i> D2.Eco.6.3-5	CCRA.R.1, 4, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4
Production and Consumption	E.5.K.2 Discuss ways producers use <i>human, natural, and capital resources</i> in the production of goods and services D2.Eco.3, 4.K-2	E.5.1.2 Categorize <i>human, natural, and capital resources</i> used in the production of goods and services D2.Eco.3, 4.K-2	E.5.2.2 Describe goods and services that people in the local community produce and those that are produced in other communities D2.Eco.3, 4.K-2	E.5.3.2 Articulate ways <i>entrepreneurs</i> and businesses organize <i>human, natural, and capital resources</i> to produce goods and services in Arkansas D2.Eco.4, 7.3-5	E.5.4.2 Articulate ways <i>entrepreneurs</i> and businesses in Arkansas and the United States organize <i>human, natural, and capital resources</i> to produce goods and services D2.Eco.4, 7.3-5	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
Markets	E.5.K.3 Identify <i>markets</i> in the community D2.Eco.5.K-2	E.5.1.3 Recognize <i>markets</i> exist wherever buyers and sellers <i>exchange</i> goods and services D2.Eco.5.K-2	E.5.2.3 Describe ways <i>markets</i> exist in various places (e.g., home, physical location, Internet) D2.Eco.5.K-2	E.5.3.3 Analyze <i>economic factors</i> in a <i>market</i> (e.g., <i>supply, demand, competition, incentives</i> ) D2.Eco.5.3-5	E.5.4.3 Explain effects of <i>supply and demand</i> on prices D2.Eco.5.3-5	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
	E.5.5.4 Begins in Grade 6	E.5.5.4 Begins in Grade 6	E.5.5.4 Begins in Grade 6	E.5.5.4 Begins in Grade 6	E.5.5.4 Begins in Grade 6	

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Money	E.6.K.1 Recognize <i>consumers</i> use money as a medium of <i>exchange</i> to satisfy <i>economic wants</i> D2.Eco.5.K-2	E.6.1.1 Classify <i>exchanges</i> as monetary or <i>barter</i> D2.Eco.5.K-2	E.6.2.1 Explain the role of money in making <i>exchange</i> easier D2.Eco.5.K-2	E.6.3.1 Explain functions and <i>characteristics of money</i> in the United States D2.Eco.5.3-5	E.6.4.1 Compare methods of <i>exchange</i> in the United States and around the world D2.Eco.5.3-5	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
	E.6.K.2 Discuss reasons people save money D2.Eco.9.K-2	E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks) D2.Eco.9.K-2	E.6.2.2 Describe reasons for saving money in banks D2.Eco.9.K-2	E.6.3.2 Explain functions of banks (e.g., saving, checking, loans, investments) D2.Eco.9.3-5 ■	E.6.4.2 Describe the role of financial institutions in an economy (e.g., banks, credit unions, <i>investment firms</i> ) D2.Eco.9.3-5 ■	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
Public Goods and Services	E.6.K.3 Discuss examples of <i>public goods and services</i> D2.Eco.12.K-2	E.6.1.3 Identify examples of goods and services that governments provide D2.Eco.12.K-2 ■	E.6.2.3 Explain benefits of <i>public goods and services</i> D2.Eco.12.K-2	E.6.3.3 Explain the difference between <i>public and private goods and services</i> D2.Eco.12.3-5	E.6.4.3 Examine ways state and local governments pay for the goods and services they provide D2.Eco.12.3-5 ■	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
Economic Factors	E.6.K.4 Begins in Grade 3	E.6.1.4 Begins in Grade 3	E.6.2.4 Begins in Grade 3	E.6.3.4 Identify factors that affect our economy (e.g., <i>unemployment, inflation</i> ) D2.Eco.11.3-5 ■	E.6.4.4 Discuss effects of <i>unemployment, inflation, and price stability</i> on the economy D2.Eco.11.3-5 ■	CCRA.R.1, 4, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4

Strand: Economics

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Economic Factors	E.6.K.5 Begins in Grade 5	E.6.1.5 Begins in Grade 5	E.6.2.5 Begins in Grade 5	E.6.3.5 Begins in Grade 5	E.6.4.5 Begins in Grade 5	

Strand: Economics

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Economic Interdependence	E.7.K.1 Discuss why people trade goods and services D2.Eco.14.K-2	E.7.1.1 Identify goods and services that are traded D2.Eco.14.K-2	E.7.2.1 Describe why people in one country trade goods and services with people in other countries D2.Eco.14.K-2	E.7.3.1 Illustrate the relationships among <i>imports</i> , <i>exports</i> , and global <i>interdependence</i> D2.Eco.14.3-5	E.7.4.1 Illustrate ways trade has led to economic <i>interdependence</i> between Arkansas, other states, and other countries D2.Eco.14.3-5	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
	E.7.K.2 Identify where products used in daily life are produced D2.Eco.15.K-2	E.7.1.2 Identify goods that are both <i>imported</i> to and <i>exported</i> from Arkansas and the United States D2.Eco.15.K-2	E.7.2.2 Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad D2.Eco.15.K-2	E.7.3.2 Describe how people in various places and regions are affected by trade D2.Eco.15.3-5	E.7.4.2 Explain effects of increasing economic <i>interdependence</i> on different regions of the United States D2.Eco.15.3-5	CCRA.R.1, 2, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6

Strand: Geography

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Spatial Views of the World	G.8.K.1 Describe familiar places using words related to location, direction, and distance D2.Geo.2.K-2	G.8.1.1 Use map keys, legends, symbols, compass rose, and directional words to show a relationship between places D2.Geo.2.K-2	G.8.2.1 Use map keys, legends, symbols, intermediate directions, scale, and compass rose to derive information from maps D2.Geo.2.K-2	G.8.3.1 Use maps to describe the <i>spatial organization</i> of the community using <i>relative location</i> , distance, direction, and scale D2.Geo.2.3-5	G.8.4.1 Use <i>geographic representations</i> to examine the <i>spatial organization</i> of Arkansas citing <i>relative</i> and <i>absolute location</i> D2.Geo.2.3-5	CCRA.R.1, 3, 4, 7, 10 CCRA.W.2, 9 CCRA.SL.1, 2, 6
	G.8.K.2 Use maps, globes, and photographs to identify and describe the <i>physical characteristics</i> of familiar places D2.Geo.2.K-2	G.8.1.2 Use maps, globes, and photographs to describe the <i>physical</i> and <i>human characteristics</i> of a familiar place D2.Geo.2.K-2	G.8.2.2 Use <i>geographic representations</i> to describe the <i>physical</i> and <i>human characteristics</i> of a community D2.Geo.2.K-2	G.8.3.2 Use thematic maps (e.g., climate, political, <i>physical</i> ) and other <i>geographic representations</i> to describe <i>physical</i> and <i>human characteristics</i> of a variety of places in Arkansas and the interactions that shape them D2.Geo.2.3-5	G.8.4.2 Use thematic maps (e.g., climate, political, topographical) and other <i>geographic representations</i> to compare <i>physical</i> and <i>human characteristics</i> of a region to those of another region in the United States and the interactions that shape them D2.Geo.2.3-5	CCRA.R.1, 3, 4, 5, 7, 9, 10 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6

Strand: Geography

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Spatial Views of the World	G.8.K.3 Explain map symbols, legends, and compass rose D2.Geo.1.K-2 ■	G.8.1.3 Construct and label maps of familiar places D2. Geo.1.K-2 ■	G.8.2.3 Construct and label maps of familiar and unfamiliar places D2.Geo.1.K-2 ■	G.8.3.3 Construct maps and other <i>geographic representations</i> of the local community, including <i>physical</i> and human <i>characteristics</i> , title, legend, compass rose D2.Geo.1.3-5 ■	G.8.4.3 Construct maps and other <i>graphic representations</i> of Arkansas and the United States, including <i>physical</i> and human <i>characteristics</i> , title, legend, compass rose D2.Geo.1.3-5 ■	CCRA.R.1, 4, 10 CCRA.W.2, 4, 6, 7 CCRA.SL.4, 5

Strand: Geography

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Place, Region, and Culture	G.9.K.1 Describe ways humans have a positive impact on the environment D2.Geo.5.K-2	G.9.1.1 Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling) D2.Geo.5.K-2	G.9.2.1 Interpret effects of human activities on the local environment D2.Geo.5.K-2	G.9.3.1 Examine environmental problems and ways in which these problems are addressed D2.Geo.5.3-5	G.9.4.1 Analyze effects over time of human-generated changes in the physical environment (e.g., deforestation, dams, pollution) D2.Geo.5.3-5	CCRA.R.1, 2, 7, 8, 10 CCRA.W.1, 2, 4, 7, 8, 9 CCRA.SL.1, 4, 6
	G.9.K.2 Discuss <i>cultural characteristics</i> among families and in the community D2.Geo.6.K-2	G.9.1.2 Discuss how <i>cultural characteristics</i> create diversity in a community, place, or region D2.Geo.6.K-2	G.9.2.2 Describe ways different <i>cultures</i> help shape the diversity of a community, place, or region D2.Geo.6.K-2	G.9.3.2 Describe effects of <i>cultural characteristics</i> on population distribution in a specific place D2.Geo.6.3-5	G.9.4.2 Analyze ways <i>cultural characteristics</i> influence population distribution in regions of the United States and the world D2.Geo.6.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 5
	G.9.K.3 Identify ways weather and climate impact daily life D2.Geo.4.K-2	G.9.1.3 Describe ways weather, climate, and other <i>environmental characteristics</i> affect daily life D2.Geo.4.K-2	G.9.2.3 Explain ways weather, climate, and other <i>environmental characteristics</i> affect people's lives in a place or region D2.Geo.4.K-2	G.9.3.3 Investigate ways <i>environmental characteristics</i> influence people's decisions in Arkansas and the United States (e.g., settlement, jobs, agriculture, industry) D2.Geo.4.3-5	G.9.4.3 Analyze ways <i>environmental characteristics</i> affect population distribution in Arkansas, the United States, and the world D2.Geo.4.3-5	CCRA.R.1, 2, 3, 4, 7, 8, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 4, 6

Strand: Geography

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Resources and Movement	G.10.K.1 Discuss <i>natural resources</i> in the community which can be used to meet daily needs D2.Geo.8.K-2 ■	G.10.1.1 Explain ways people use <i>natural resources</i> in the community in which they choose to settle D2.Geo.8.K-2 ■	G.10.2.1 Examine ways that <i>natural resources</i> influence where people settle D2.Geo.8.K-2 ■	G.10.3.1 Analyze ways <i>natural resources</i> influence where people settle in Arkansas and the United States D2.Geo.8.3-5 ■	G.10.4.1 Compare <i>natural resources</i> in various geographic regions to influence human settlement patterns D2.Geo.8.3-5 ■	CCRA.R.1, 2, 3, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 4
	G.10.K.2 Identify people and goods that move from place to place D2.Geo.7.K-2 ■	G.10.1.2 Discuss reasons and ways that people, goods, and ideas move from place to place D2.Geo.7.K-2 ■	G.10.2.2 Examine reasons and ways that people, goods, and ideas move from place to place D2.Geo.7.K-2 ■	G.10.3.2 Explain effects of the movement and distribution of people, goods, and ideas on communities using a variety of sources (e.g., print and digital sources, <i>geographic representations, geospatial technologies</i> ) D2.Geo.7.3-5 ■	G.10.4.2 Determine effects of movement and distribution of people, goods, and ideas on various places using a variety of print and digital sources, <i>geospatial technologies, and geographic representations</i> D2.Geo.7.3-5 ■	CCRA.R.1, 2, 3, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6
	G.10.K.3 Begins in Grade 2	G.10.1.3 Begins in Grade 2	G.10.2.3 Identify diverse groups that have come to Arkansas and where they settled D2.Geo.7.K-2 ■	G.10.3.3 Describe diverse groups and reasons why they settled in Arkansas (e.g., <i>push- pull-factors</i> ) D2.Geo.7.3-5 ■	G.10.4.3 Compare <i>push- pull-factors</i> that influenced immigration to and migration within the United States D2.Geo.7.3-5	CCRA.R.1, 2, 3, 4, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 4



Strand: Geography

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

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Changing Spatial Patterns	G.11.K.1 Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys) D2.Geo.11.K-2	G.11.1.1 Discuss how the consumption of products connects the local community to distant places D2.Geo.11.K-2	G.11.2.1 Examine how the consumption of products connects people to different parts of the world D2.Geo.11.K-2	G.11.3.1 Trace global connections of raw materials that are used to produce familiar products D2.Geo.11.3-5	G.11.4.1 Describe global connections created through increased trade, transportation, communication, and technology D2.Geo.11.3-5	CCRA.R.1, 3, 4, 7, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5
	G.11.K.2 Discuss the needs of people during natural and human-made disasters D2.Geo.12.K-2	G.11.1.2 Identify ways to help people who are going through natural and human-made disasters D2.Geo.12.K-2	G.11.2.2 Investigate ways natural and human-made disasters affect people locally, nationally, and globally D2.Geo.12.K-2	G.11.3.2 Describe ways natural and human-made disasters in one place affect people living in other places (e.g., civically, geographically, economically) D2.Geo.12.3-5	G.11.4.2 Analyze ways communities cooperate in providing relief efforts during and after natural and human-made disasters D2.Geo.12.3-5	CCRA.R.1, 2, 3, 4, 7, 8, 10 CCRA.W. 2, 4, 7, 8, 9 CCRA.SL.1, 2, 4

Strand: History

Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Chronology	<p>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</p>	<p>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</p>	<p>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</p>	<p>H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, <u>Arkansas Traveler</u>, important person) D2.His.1.3-5</p>	<p>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</p>	<p>CCRA.R.1, 2, 3, 5, 7, 9, 10 CCRA.W.2, 3, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4</p>
	<p>H.12.K.2 Develop a personal timeline to sequence events of your own life D2.His.1.K-2</p>	<p>H.12.1.2 Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago) D2.His.1.K-2</p>	<p>H.12.2.2 Create timelines to understand the development of the local community (e.g., founding, growth) D2.His.1.K-2</p>	<p>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</p>	<p>H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level D2.His.1.3-5</p>	<p>CCRA.R.1, 2, 3, 5, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6</p>

Strand: History

Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Change Over Time	H.12.K.3 Compare a child's life of the present to that of the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication) D2.His.2.K-2	H.12.1.3 Compare present day families, objects, and events with those in the past using visual representations, news stories, and <i>artifacts</i> (e.g. daily life tasks, food, clothing, transportation, communication, recreation) D2.His.2.K-2	H.12.2.3 Compare life in your community past and present using maps, photographs, news stories, <i>artifacts</i> , or interviews (e.g. transportation, communication, recreation, jobs, housing) D2.His.2.K-2	H.12.3.3 Compare specific regions of Arkansas in the past with those regions today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication) D2.His.2.3-5	H.12.4.3 Compare specific regions of the United States in the past with those regions today noting changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues) D2.His.2.3-5	CCRA.R.1, 2, 3, 4, 5, 7, 9, 10 CCRA.W.2, 3, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5
Contextualization	H.12.K.4 Recognize historic figures and other people that have made an impact on history	H.12.1.4 Retell stories of historical events, American legends, and people who played a role in history D2.His.3.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	H.12.4.4 Analyze the impact of individuals and events on the past, present and future D2.His.3.3-5	CCRA.R.1, 3, 6, 7, 9, 10 CCRA.W.2, 3, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6

Strand: History

Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Contextual-ization	H.12.K.5 Identify the purpose of national holidays and describe the people or events celebrated (e.g., Thanksgiving, Veteran’s Day, President’s Day, Martin Luther King, Jr. Day)	H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them	H.12.2.5 Explain historical symbols and landmarks and the people and events associated with them	H.12.3.5 Analyze relationships of national symbols, holidays, and historic places (e.g., Liberty Bell, Fourth of July, Daisy Bates Day, Little Rock Nine, Central High School)	H.12.4.5 Reference historic places and national parks to guide inquiry about history (e.g., What do the Toltec Mounds tell us about the people who lived there?)	CCRA.R.1, 3, 4, 6, 7, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6

Strand: History

Content Standard 13: Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Perspective	H.13.K.1 Discuss a historical topic from different points of view D2.His.6.K-2	H.13.1.1 Compare different accounts of the same historical event D2.His.6.K-2	H.13.2.1 Compare different accounts of the same historical event D2.His.6.K-2	H.13.3.1 Explain how multiple perspectives are portrayed through historical narratives D2.His.6.3-5	H.13.4.1 Describe ways people's perspectives shaped the <i>historical sources</i> they created D2.His.6.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 8, 9, 10 CCRA.W.1, 2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 6
	H.13.K.2 Begins in Grade 4	H.13.1.2 Begins in Grade 4	H.13.2.2 Begins in Grade 4	H.13.3.2 Begins in Grade 4	H.13.4.2 Examine why individuals and groups during the same historical period had differing perspectives D2.His.4.3-5	CCRA.R.1, 2, 3, 4, 7, 8, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 5, 6
Evidence	H.13.K.3 Describe ways people learn about the past (e.g., photos, <i>artifacts</i> , diaries, oral history, stories) D2.His.10.K-2	H.13.1.3 Draw conclusions about family or school life in the past using historical records and <i>artifacts</i> (e.g., photos, diaries, oral history) D2.His.10.K-2	H.13.2.3 Gather information from different kinds of sources in response to a <i>compelling question</i> about a significant historical event or person D1.2, 5.K-2	H.13.3.3 Support answers to <i>compelling questions</i> about a significant historical event or person using evidence from a variety of <i>primary</i> and <i>secondary sources</i> D1.2, 5.3-5	H.13.4.3 Develop claims in response to <i>compelling questions</i> about Arkansas and United States history using evidence from a variety of <i>primary</i> and <i>secondary sources</i> D1.2, 5.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 8, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 5, 6
	H.13.K.4 Compare the differences in sources written in the present or the past D2.His.11.K-2	H.13.1.4 Identify aspects of a source that establish time, place and credibility D2.His.11.K-2	H.13.2.4 Identify the purposes of <i>primary</i> and <i>secondary sources</i> D2.His.11.K-2	H.13.3.4 Discuss the intended audience and purpose of a <i>historical source</i> D2.His.11.3-5	H.13.4.4 Discuss why historians use a variety of <i>primary</i> and <i>secondary sources</i> D3.2.3-5	CCRA.R.1, 2, 3, 4, 6, 7, 8, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 3, 4, 5, 6

Strand: History

Content Standard 13: Perspective, historical evidence, and causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.						
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	CCSS ELA-Literacy Alignment
Evidence	H.13.K.5 Formulate questions that relate to a family member, family event, or family tradition D1.2.K-2 D2.His.12.K-2 ■	H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition D1.2.K-2 D2.His.12.K-2 ■	H.13.2.5 Formulate questions that relate to a specific historical event in the community to guide inquiry D1.2.K-2 D2.His.12.K-2 ■	H.13.3.5 Formulate questions that relate to a specific historical event or person in Arkansas to guide inquiry D1.2.3-5 D2.His.12.3-5 ■	H.13.4.5 Formulate questions that relate to specific historical events in Arkansas and the United States to guide inquiry D1.2.3-5 D2.His.12.3-5 ■	CCRA.R.1, 4, 6, 8, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 6
Causation	H.13.K.6 Identify changes in the classroom/school in terms of cause and effect D2.His.14.K-2	H.13.1.6 Identify changes in the classroom/school in terms of cause and effect D2.His.14.K-2 ■	H.13.2.6 Examine changes in the community in terms of cause and effect (e.g., automobiles and the growth of suburbs created reduction in farms, population increase led to more neighborhoods and housing) D2.His.14.K-2 ■	H.13.3.6 Examine current or historical events in Arkansas or the United States in terms of cause and effect D2.His.14.3-5 ■	H.13.4.6 Examine current or historical events in Arkansas, the United States, or the world in terms of cause and effect D2.His.14.K-2 ■	CCRA.R.1, 2, 4, 6, 7, 8, 9, 10 CCRA.W.2, 4, 7, 8, 9 CCRA.SL.1, 2, 4, 5, 6

Glossary for K-4 Social Studies Curriculum Framework

Absolute location	Position of a point on earth’s surface that can usually be described by latitude and longitude
Artifact	Object made by groups of humans such as tools and clothes; any object made by human work or skill
Barter	Trading a good or service directly for another good or service, without using money or credit
Capital resource	Resource made and used to produce and distribute goods and services (e.g., tools, machinery, buildings)
Characteristics of money	Durable, divisible, portable, uniform, generally acceptable, relatively scarce
Compelling question	Question that addresses problems and issues found in and across the academic disciplines that make up social studies and requires students to apply disciplinary concepts and to construct arguments and interpretations; a question that guides a historical inquiry and argumentation
Consumer	Person who buys or rents goods or services and uses them
Cultural characteristic	Specific behavioral feature showing how people within a specific social group think and act (e.g., celebrations, national holidays, methods of child rearing, clothing styles, food preferences)
Culture	Learned behavior of people (e.g., belief systems, languages, social relations, institutions, organizations) and their material goods (e.g., food, clothing, buildings, technology)
Demand	Quantity of a good or service that buyers are willing and able to buy at all possible prices during a period of time
Division of labor	Division of a complex procedure into small tasks, enabling workers to increase output through specialization
Economic decision making	Process that requires comparing the additional costs of alternatives with the additional benefits <b>PACED Decision Making Model:</b> A five-step process for making economic choices: (1) state the problem, (2) list the alternatives, (3) state the criteria, (4) evaluate the criteria, (5) make a decision <b>Cost/Benefit Analysis:</b> A tool used to evaluate the alternatives in economic decision making
Economic factor	Fundamental information that influences businesses in our economy such as competition, incentives, supply-demand, governmental policy, labor cost, taxes
Economic want	Desire that can be satisfied by consuming a good, service, or leisure activity
Entrepreneur	Person who organizes, operates, and assumes the risk for a business hoping to make a profit
Environmental characteristic	Aspect of a place or area shaped by Earth’s physical processes or derived from the physical environment (e.g., variations in vegetative cover related to climate conditions and differences in landforms shaped by processes of volcanism, glaciations, and erosion and deposition)
Exchange	Trading of goods, services, and resources with people for other goods, services, and resources or for money
Export	Good and service produced in one nation and sold in other nations
Founding Document	Historical document written between 1764-1791 that showcases the philosophical, traditional, and political foundations on which our nation was built and which continue to shape our free society (e.g., Declaration of Independence, Constitution)
Geographic representation	Any visualization depicting cultural traits or physical features across a defined geographic space (e.g., traditional maps, aerial photographs, remotely sensed images, topologically-integrated networks, or digitally-rendered spatial data in a geographic information system [GIS])
Geospatial technology	Computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes technologies related to mapping and interpreting physical and human features on Earth’s surface (e.g., global positioning systems, geographic information systems, remote sensing)
Graphic representation	Visual illustration of verbal statements such as charts, graphs, trees, matrices

Glossary for K-4 Social Studies Curriculum Framework

Historical source	All of the material directly reflecting the historical process and providing an opportunity for studying the past of human society (e.g., photograph, letter, newspaper article, train ticket)
Human capital	Health, education, experience, training, skills, and values of people
Human resource	Person who does the mental and physical work to produce goods and services
Import	Goods and services bought from sellers in another nation
Income	Money that is earned from work, investments, and business
Inflation	Rise in the average price level of all goods and services produced in an economy
Interdependence	Reliance on people in other places for information, resources, goods, and services
Investment	Purchase of capital goods including machinery, technology, or new buildings that are used to produce goods and services
Market	Place, institution, or technological arrangement where or by means of which goods or services are exchanged
Natural resource	Something, such as a forest, a mineral deposit, or fresh water, that is found in nature and is necessary or useful to humans
Opportunity cost	Highest valued alternative that must be given up when scarce resources are used for one purpose instead of another
PACED 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
Physical characteristic	Aspect of a place or area that derives from earth's processes and the natural environment (e.g., landforms, bodies of water, natural vegetation, climate, soil, drainage features, clouds, trees, weather)
Physical map	Map that shows mountains, rivers, valleys, oceans, and other natural features
Price	Amount a seller receives and a buyer pays for a good or service
Price stability	Situation in which prices in an economy do not change much over time
Primary source	First-hand account, document, or physical object that was written or created during the time under study (e.g., speeches, pamphlets, government documents, memoirs, letters, artifacts, pieces of art, data results or analysis)
Private good and service	Good or service that provides benefits only to the purchaser
Productivity	Amount of output per unit of input over a period of time
Public good and service	Good and service, often supplied by the government, for which use by one person does not reduce the quantity of the good or service available for others to use, and for which consumption cannot be limited to those who pay for the good or service (e.g., police officers, firemen, traffic lights, public roads, state parks, municipal parks)
Push- pull-factor	Social, political, economic, and environmental force that drives people away from their previous location to search for new ones – push-factor; Social, political, economic, and environmental attraction of new areas that draw people away from their previous location – pull-factor
Relative location	Site of a place or region in relation to other places or regions (e.g., northwest, downstream)
Scarcity	Result of the inability to satisfy unlimited wants with limited resources
Secondary source	Interpretation, analysis, critique, or restructuring of data contained in primary sources that may contain pictures, quotes or graphics from primary sources (e.g., newspaper articles, magazine articles, reviews of books, reference materials, biographies)
Spatial organization	Arrangement of and positioning of various physical and human phenomena on Earth's surface
Supply	Quantity of a good or service that producers are willing and able to sell at all possible prices during a certain time period
Trade-off	Giving up of one benefit or advantage in order to gain another regarded as more favorable
Unemployment	Number of people 16 years of age or older who are without jobs and actively seeking employment



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