

# Social Studies Standards 9-12 Required Courses

*Standards are hyperlinked.*

- [Civics](#)
- [Economics with Personal Finance](#)
- [U.S. History Since 1929 \(Eras 8-10\)](#)
- [World History Since 1450](#)

# Civics

## Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5  
Course Number: 472000  
Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.  
Grades: 9-12  
Prerequisites: None

## Civics Academic Standards & Disciplinary Concepts

### Course Focus and Content

In Grades K-8, students receive a strong foundation in civics and government. The focus of Civics is the application of civic virtues and democratic principles and investigation of problem-solving in society. This course provides a study of the structure and functions of federal, state, and local government. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

A.C.A. § 1-5-109. Prisoners of War Remembrance Day.  
A.C.A. § 1-5-112. POW/MIA Recognition Day.  
A.C.A. § 1-5-113. Native American Heritage Week.  
A.C.A. § 1-5-114. Juneteenth Independence Day.  
A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.  
A.C.A. § 6-16-101. Celebrate Freedom Week.  
A.C.A. § 6-16-105. United States Flag.  
A.C.A. § 6-16-106. Arkansas Flag.  
A.C.A. § 6-16-107. Patriotic Observances Generally.  
A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.  
A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.  
A.C.A. § 6-16-121. African-American History – Teaching materials.  
A.C.A. § 6-16-122. American Heritage.  
A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.  
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A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

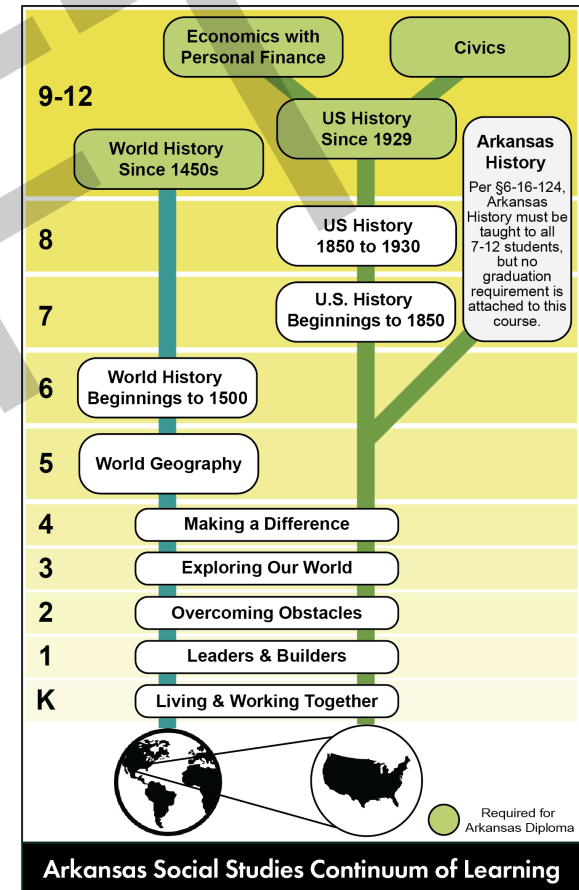


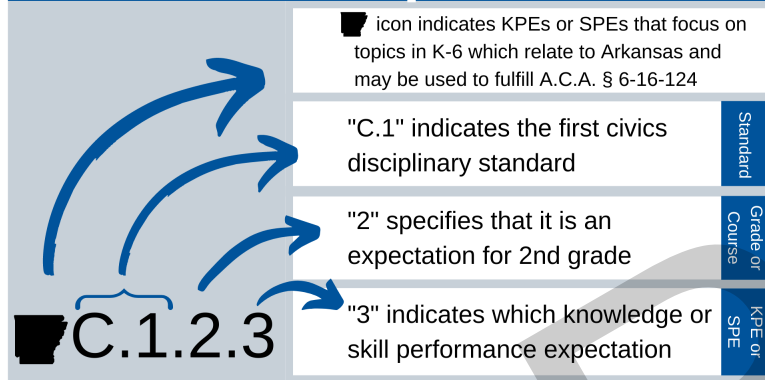
Figure 1

# Civics Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, 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. *Civics is required by the Standards for Accreditation.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards 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.

## Nomenclature Explained

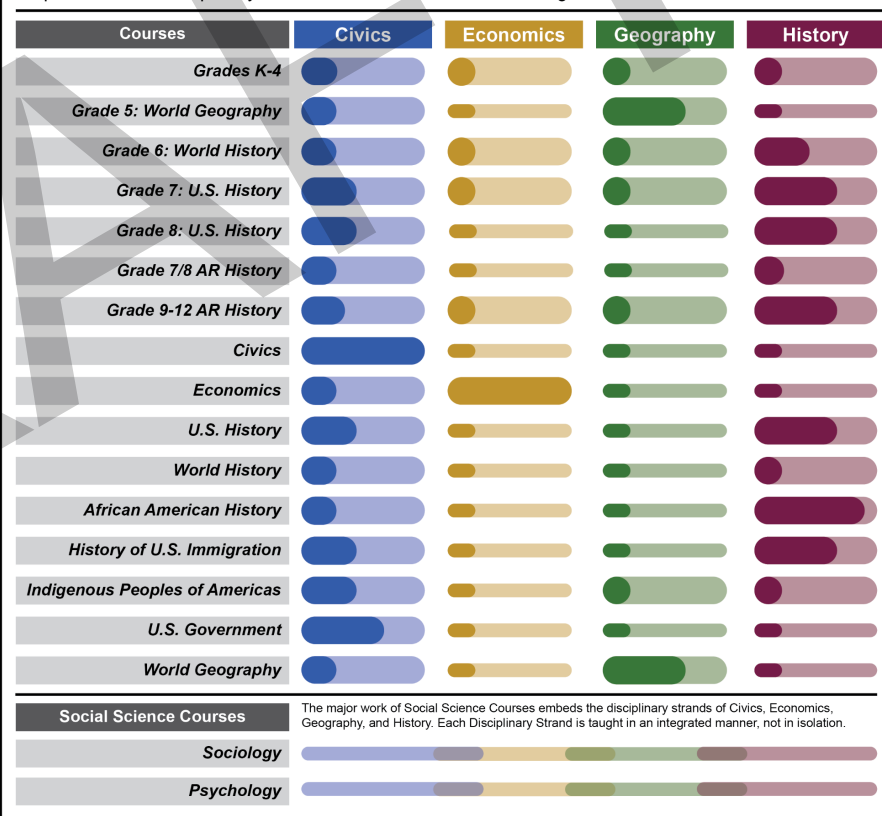


## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



## Civics Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries		Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>		<ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Decision-Making</li> <li>• Exchange and Markets</li> <li>• Growth and Stability</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

**Civics**  
**Academic Standards & Disciplinary Concepts**

**K-12 Disciplinary Standards Overview**

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

# Civics Academic Standards & Disciplinary Concepts

## Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard	
Disciplinary Component	<ul style="list-style-type: none"><li>Grade or Course Specific Components</li></ul>	
Civics	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.	
Civic and Political Institutions	<ul style="list-style-type: none"><li>Every day government</li><li>Ideologies of various governments</li></ul>	
Civics	C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.	
Participation and Deliberation	<ul style="list-style-type: none"><li>Citizenship</li><li>Foundations for the U.S. Constitution</li><li>Civil rights and special topics</li><li>The election process, gerrymandering, and fair representation</li></ul>	
Civics	C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.	
Processes, Rules, and Laws	<ul style="list-style-type: none"><li>Public policy</li><li>Creating and changing laws</li><li>Rights and freedoms</li></ul>	
Disciplinary Note		
The major work of the Civics course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.		
Teacher Note: Concepts of the Economics, Geography, and History strands are implicitly addressed in the embedded KPEs and SPEs.		
Economics	Geography	History
<ul style="list-style-type: none"><li>Economic Decision-Making</li><li>Exchange and Markets</li><li>Growth and Stability</li><li>The National Economy</li><li>The Global Economy</li></ul>	<ul style="list-style-type: none"><li>Geographic Representations: <i>Spatial Views of the World</i></li><li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li><li>Human Populations: <i>Spatial Patterns and Movements</i></li><li>Global Interconnections: <i>Global Spatial Patterns</i></li></ul>	<ul style="list-style-type: none"><li>Change, Continuity, and Context</li><li>Perspectives</li><li>Historical Sources and Evidence</li><li>Causation and Argumentation</li></ul>



**Civics**  
**Academic Standards & Disciplinary Concepts**

<b>Civics</b>	
C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.	
<b>Civic and Political Institutions</b>	
<b>Knowledge and Skill Performance Expectations</b>	
<b>Civics</b>	
C.2.CIV.1	Demonstrate proper etiquette for interacting with the Arkansas and American flags and analyze the free speech rights of citizens regarding the use of the flag (e.g., West Virginia vs. Barnette, Texas vs. Johnson).
C.2.CIV.2	Analyze the establishment and purposes of government and relate it to everyday life experiences including law enforcement, public schools, and city planning.
C.2.CIV.3	<p>Compare the ideologies of various forms of government and ways they have changed over time:</p> <ul style="list-style-type: none"> <li>• Anarchy</li> <li>• Autocracy</li> <li>• Direct democracy</li> <li>• Monarchy</li> <li>• Oligarchy</li> <li>• Representative democracy</li> <li>• Theocracy</li> </ul>
C.2.CIV.4	<p>Analyze the rationale for the structure of the U.S. Constitution using the Federalist Papers and other primary and secondary sources.</p> <p><b>Teacher Note:</b> Specific Federalist Papers to consider may be numbers 9, 10, 39, and 51</p>
C.2.CIV.5	Analyze the purpose, organization, powers, and function of the legislative branch of government, including the legislative process and the role of the Senate in giving states equal representation, using Article I of the Constitution and other primary and secondary sources.
C.2.CIV.6	Analyze the purpose, organization, powers, and function of the executive branch of government, including the electoral college process, duties of the President, and supporting executive branch agencies using Article II of the Constitution and other primary and secondary sources
C.2.CIV.7	Analyze the purpose, organization, powers, and function of the judicial branch of government, including judicial review and the origin and duties of the court system and Supreme Court, as outlined by Article III of the Constitution, Marbury vs. Madison, and other primary and secondary sources.



**Civics**  
**Academic Standards & Disciplinary Concepts**

<b>Civics</b>	
C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.	
<b>Civic and Political Institutions</b>	
<b>Knowledge and Skill Performance Expectations</b>	
<b>Civics</b>	
C.2.CIV.8	Differentiate among delegated, implied (i.e., Necessary and Proper Clause), concurrent, and reserved powers (i.e., Tenth Amendment).
C.2.CIV.9	Analyze the reasons for checks and balances, separation of powers, and federalism within the Constitution to limit government power and protect individual liberty.
C.2.CIV.10	Examine ways the powers, responsibilities, and limits of the federal government have changed over time and are still contested.

**Civics**  
**Academic Standards & Disciplinary Concepts**

**Civics**

C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.

**Participation and Deliberation**

**Knowledge and Skill Performance Expectations**

**Civics**

**C.3.CIV.1**

Evaluate rights and responsibilities of citizens in the United States using the Bill of Rights and various Supreme Court decisions.

- Free exercise of religion (*Kennedy vs. Bremerton School District*)
- Freedom of speech (*Brandenburg vs. Ohio*)
- Freedom of press (*New York Times vs. United States*)
- Freedom of assembly (*Bates vs. Little Rock*)

**Teacher Note:** Other significant rights may include:

- Rights of students (*Tinker vs. Des Moines*)
- Right against self-incrimination (*Miranda vs. Arizona*)
- Right against unreasonable search or seizure (*Katz vs. United States*)
- Presumption of innocence (*Coffin vs. United States*)
- 14th Amendment (*Gitlow vs. New York*)

When addressing responsibilities, key topics may include:

- Obeying the law
- Respecting rights of others
- Paying taxes
- Staying informed
- Military service
- Serving as juror
- Voting

**C.3.CIV.2**

Compare the roles of citizen and non-citizen residents in the United States, including the protections of and limits on immigrant rights (e.g., *Plyler vs. Doe*, *Nielsen vs. Preap*).

**C.3.CIV.3**

Construct explanations of the ways citizenship in the United States has changed over time and been affected by public policy, geographic location, state and federal law, and demographics.

**C.3.CIV.4**

Analyze the requirements to be a U.S. citizen, including naturalization and the different routes non-citizens can take to become citizens.

**Civics**  
**Academic Standards & Disciplinary Concepts**

**C.3.CIV.5**

Discuss the history, purpose, and methods of the U.S. Census.

**C.3.CIV.6**

Analyze historical documents and events that set the ideological foundations for the U.S. Constitution:

- Magna Carta
- Mayflower Compact
- English Bill of Rights of 1689
- Declaration of Independence
- Articles of Confederation
- Constitutional Convention

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**Civics**  
**Academic Standards & Disciplinary Concepts**

**Civics**

C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.

**Participation and Deliberation**

**Knowledge and Skill Performance Expectations**

**Civics**

**C.3.CIV.7**

Evaluate the ideological influences the Enlightenment had on the framers of the U.S. Constitution:

- John Locke
- Jean-Jacques Rousseau
- Charles-Louis Montesquieu

**C.3.CIV.8**

Examine the amendments to the U.S. Constitution in order to determine how the roles of citizens and the federal and state governments have changed over time:

- Bill of Rights
- Incorporation of states' rights into government
- Due process
- Citizenship and equal protection (14th Amendment)
- Voting rights (e.g., 15th Amendment, 19th Amendment, 24th Amendment, 26th Amendment)

**C.3.CIV.9**

Analyze the protections of and limits on the rights of citizens of the United States when outside the borders of the United States.

**C.3.CIV.10**

Assess the effects of civil rights legislation in the United States:

- Civil Rights Act of 1964 and 1968
- Voting Rights Act of 1965
- Immigration Act of 1965
- Individuals with Disabilities Education Act of 1975
- Americans with Disabilities Act of 1990
- Indian Child Welfare Act
- Tribal Self-Governance Act
- Equal Pay Act of 1963
- Title IX

**Civics**  
**Academic Standards & Disciplinary Concepts**

**C.3.CIV.11**

Evaluate Arkansas laws and their impact on students:

- Bullying
- Local ordinances
- Penalties for juvenile activity
- Penalties for truancy
- Requirements for obtaining and grounds for revocation of a driver's license

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**Civics**  
**Academic Standards & Disciplinary Concepts**

<b>Civics</b>	
C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.	
<b>Participation and Deliberation</b>	
<b>Knowledge and Skill Performance Expectations</b>	
<b>Civics</b>	
C.3.CIV.12	Critique the roles of political parties in the election process.
C.3.CIV.13	Analyze the election process in federal, state, and local governments including voter registration, primary elections, and general elections.
C.3.CIV.14	Evaluate various influences on political parties during the electoral process, such as interest groups, lobbyists, Political Action Committees (PACs), and major events.
C.3.CIV.15	Assess the influence of media on the electoral process, including candidate debates, news reporting and analysis, political cartoons, public opinion polls, propaganda techniques, and social media.
C.3.CIV.16	Analyze the process and impact of redistricting on election statistics and voting patterns, including the state legislature's role (Article I, Section 4), the history of gerrymandering across states, and modern reforms to redistricting.

**Civics**  
**Academic Standards & Disciplinary Concepts**

Civics	
C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.	
Processes, Rules, and Laws	
Knowledge and Skill Performance Expectations	
Civics	
C.4.CIV.1	Investigate various methods for creating federal, state, and local laws, including the legislative process, ballot initiatives, and referendums.
C.4.CIV.2	Compare methods of amending the U.S. Constitution, including the role of Congress, state legislatures, and convention of the states (i.e., Article V).
C.4.CIV.3	Analyze the role the U.S. Supreme Court has on the law-making process.
C.4.CIV.4	Identify intended and unintended consequences of public policies.  <b>Teacher Note:</b> Public policies may include: <ul style="list-style-type: none"> <li>• Transportation Security Administration travel policies</li> <li>• Environmental protection policies</li> <li>• Public health policies</li> </ul>
C.4.CIV.5	Analyze cooperation and conflict among federal, state, and local governments when carrying out public policy (e.g., elections/voting, law enforcement, education, housing).
C.4.CIV.6	Distinguish between criminal law and civil law as it pertains to both adults and juveniles.



# Economics with Personal Finance

## Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474300

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

## Economics with Personal Finance Academic Standards & Disciplinary Concepts

### Course Focus and Content

In Grades K-8, students receive a strong foundation in economics. One-semester Economics for Grades 9-12 emphasizes economic and personal finance decision-making. Students will explore the interrelationships among consumers, producers, and resources as well as the interrelationships between national and global economies. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on career and future earning potential.

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

A.C.A. § 1-5-109. Prisoners of War Remembrance Day.  
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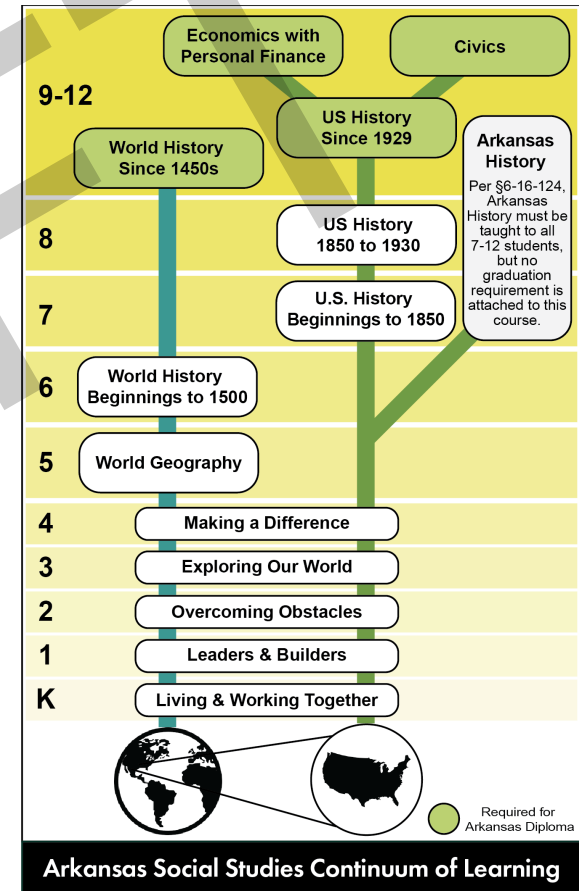


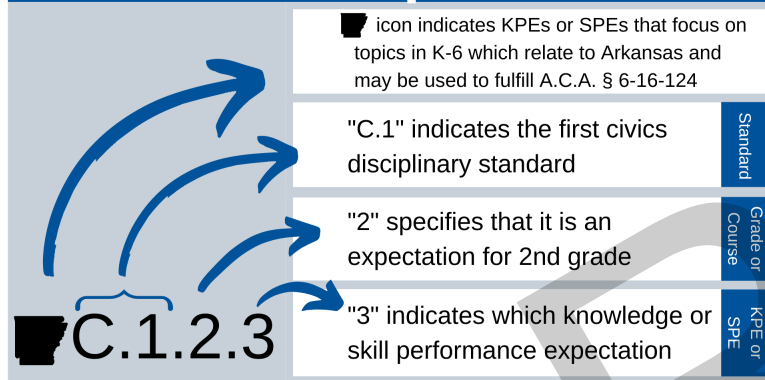
Figure 1

# Economics with Personal Finance Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, 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. *Economics with Personal Finance is required by the Standards for Accreditation*. These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards 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. **An asterisk (\*) within the standards document denotes specific content that is explicitly stated in A.C.A. § 6-16-135. Personal and Family Finance Standards.**

## Nomenclature Explained

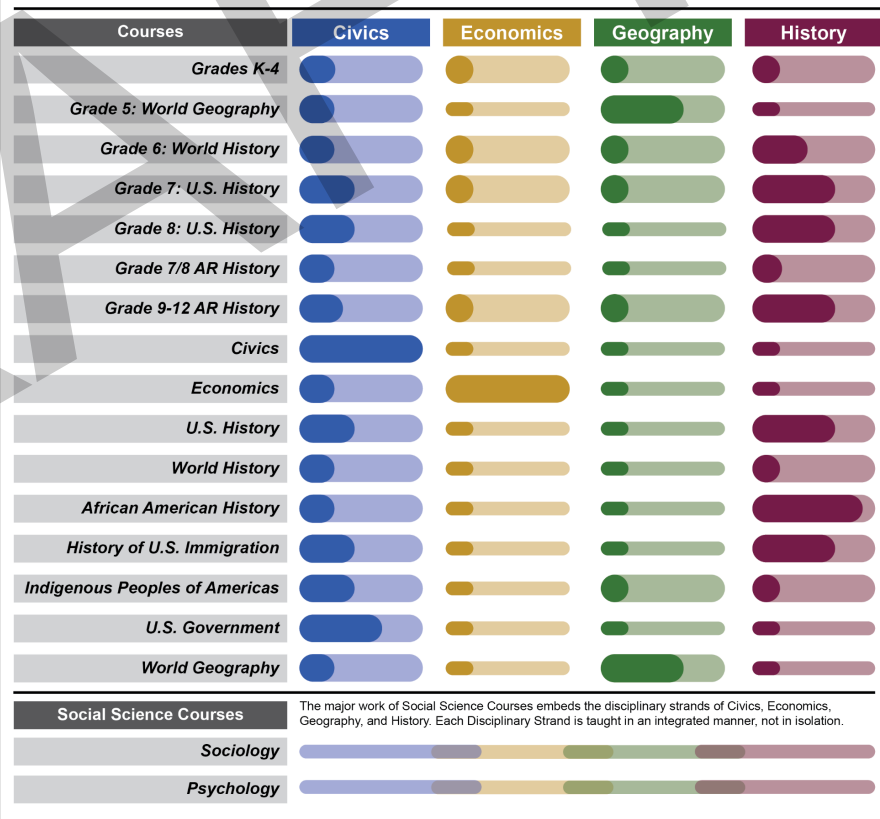


## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



## Economics with Personal Finance Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries		Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>		<ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Decision-Making</li> <li>• Exchange and Markets</li> <li>• Growth and Stability</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

# Economics with Personal Finance Academic Standards & Disciplinary Concepts

## K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

## Economics with Personal Finance Academic Standards & Disciplinary Concepts

### Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>
<b>Economics</b>	E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and marginal benefits of alternatives.
<b>Economic Decision-Making</b>	<ul style="list-style-type: none"> <li>Economic Causes and Effects</li> </ul>
<b>Economics</b>	E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and among sellers in markets.
<b>Exchange and Markets</b>	<ul style="list-style-type: none"> <li>Factors that impact consumer decisions</li> <li>Methods to change market outcomes</li> </ul>
<b>Economics</b>	E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.
<b>National Economy</b>	<ul style="list-style-type: none"> <li>Economic performance</li> <li>Fiscal policy</li> <li>Monetary policy</li> </ul>
<b>Economics</b>	E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.
<b>Global Economy</b>	<ul style="list-style-type: none"> <li>International trade</li> </ul>
<b>Economics</b>	E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.
<b>Personal Finance Management</b>	<ul style="list-style-type: none"> <li>Personal financial management</li> <li>Credit and debt</li> <li>Financial responsibility and personal decision-making</li> <li>Planning and money management</li> </ul>



**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**Disciplinary Note**

The major work of the Economics course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

**Teacher Note:** Concepts of the Civics, Geography, and History strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Geography	History
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>



**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

Economics
E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and marginal benefits of alternatives.
Economic Decision-Making
Knowledge and Skill Performance Expectations
Economics with Personal Finance
E.2.ECON.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags.
<b>Teacher Note:</b> For an economics tie-in, consider the history of the flag, its use in global commerce, and the modern global supply chains used to produce a flag.
E.2.ECON.2 Evaluate the roles of scarcity, incentives, trade-offs, and opportunity cost in decision-making* (e.g., PACED decision-making model, cost/benefit analysis, employment choices*, the four factors of production).
<div><b>Personal Finance Alignment</b><ul style="list-style-type: none"><li>● PF.7.SI.4 Analyze the relationship between risk* and return.*</li></ul></div>
E.2.ECON.3 Justify various economic solutions to problems affecting an individual or society using marginal cost and marginal benefit analysis.

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

<b>Economics</b>
E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and among sellers in markets.
<b>Exchange and Markets</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>Economics with Personal Finance</b>
E.3.ECON.1 Identify various allocation methods used in different circumstances, countries, and economies (e.g., price, auction, lottery, first come, first served, personal characteristics, a contest/performance-based, fiat, or a combination).
E.3.ECON.2 Demonstrate changes in supply and demand using graphs to show shifts, shortages, surpluses, and changes in equilibrium price and quantity using the supply and demand model.
E.3.ECON.3 Analyze the role of consumers in a market economy.
E.3.ECON.4 Analyze the role of producers in a market economy.
E.3.ECON.5 Evaluate intended and unintended consequences of government policies created to improve market outcomes (e.g., regulatory, participatory, supervisory, price floor, price ceiling, minimum wage).
E.3.ECON.6 Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly).
E.3.ECON.7 Explain how differences in the extent of competition in various markets can affect price, quantity, and variety.

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**Economics**

E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.

**National Economy**

**Knowledge and Skill Performance Expectations**

**Economics with Personal Finance**

**E.4.ECON.1**

Analyze economic indicators used to measure economic performance including, but not limited to, unemployment, Gross Domestic Product (GDP), Consumer Price Index (CPI), and inflation.

**E.4.ECON.2**

Identify various causes and impacts of inflation, deflation, and stagflation, including the role of federal fiscal policies.

**E.4.ECON.3**

Evaluate the impact of advancements in technology, investments in capital goods, and increases in human capital on economic growth and standards of living.

**E.4.ECON.4**

Compare and contrast the roles and functions of financial institutions in the United States including banking practices\* and regulation of savings and investments.\*

**Personal Finance Alignment**

- PF.5.MM.1 Compare types of banking institutions including products and services available.
- PF.5.MM.2 Explore the process of opening and managing different types of accounts (e.g., checking\*, savings\*).
- PF.7.SI.8 Understand the regulation of savings and investments.

**E.4.ECON.5**

Examine primary (e.g., ample reserves) and secondary (e.g., discount rate, reserve requirement, interest on reserves) monetary policy tools used by the Federal Reserve System.

**E.4.ECON.6**

Examine fiscal policy tools used by the executive and legislative branches of the government, including taxation, spending, regulation, and printing of currency.

**E.4.ECON.7**

Determine how the federal budget (i.e., spending and taxation) creates surpluses or deficits and impacts the national debt.

**Teacher Note:** Teachers may include a review of the Laffer Curve which illustrates the relationship between taxation rates and government revenue.

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

<b>Economics</b>	
E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.	
<b>Global Economy</b>	
<b>Knowledge and Skill Performance Expectations</b>	
<b>Economics with Personal Finance</b>	
E.5.ECON.1	Analyze the role of comparative advantage in trade and global markets using available data and a variety of sources.
E.5.ECON.2	Explain ways in which current trends in globalization affect economic growth, labor markets, rights of individuals, the environment, technological advancement, and resource and income distribution in different nations.
E.5.ECON.3	Research the impact of international and national economic and political policies on global trade using a variety of sources from multiple perspectives (e.g., trade policies, tariffs, quotas, immigration laws, fiscal policy, regulations).

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**Economics**

E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.

**Personal Finance Management**

**Knowledge and Skill Performance Expectations**

**Economics with Personal Finance**

**E.6.ECON.PF.1**

Analyze the impact of education, training, job seeking skills, and workforce readiness skills (i.e., soft skills\*) on productivity, earning potential, and employment\*:

- Job-seeking skills\*: network, interview skills\*, resumé writing\*
- Workforce readiness skills: positive attitude, problem-solving, communication\*, time management\*, leadership, active listening, teamwork, meeting basic employer expectations and requirements\*

**Personal Finance Alignment**

- PF.1.EI.1 Explain factors that influence career and job selection
- PF.3.CCP.1 Explore potential careers (including an employment forecast) and the steps needed to achieve them based on interests and/or talents
- PF.3.CCP.2 Explore opportunities for internships, job shadowing, and real-world experiences to determine future career paths
- PF.3.CCP.3 Develop a flowchart to outline the steps needed to achieve chosen career paths (e.g., trade school, associate's degree, bachelor's degree, master's degree, doctorate)
- PF.1.EI.2 Determine ways to locate and apply for a job by
  - Completing a job search in an area of interest
  - Completing a job application, cover letter, resumé, and follow-up letter
- PF.1.EI.3 Evaluate ways to make a positive impression during a job interview
- PF.1.EI.4 Compare job offers for employee benefits\* (e.g., time, income\*, insurance\*, retirement)
- PF.1.EI.5 Summarize skills needed to be successful in the workplace
  - Communication
  - Time Management
  - Basic Employer Expectations

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**E.6.ECON.PF.2**

Critique components of personal money management\* in order to build short-term and long-term wealth:

- Income (e.g., salary\*, hourly\*, overtime\*, commission)
- Saving\* (e.g., stick to a budget, automate savings, cut out unnecessary spending) and investing\* (e.g., growth, shares, property)
- Planning for retirement\*
- Home-ownership\*
- Management of expenses and debt\*

**Personal Finance Alignment**

- PF.2.EI.1 Compare and contrast the methods by which employees are paid (e.g., paycheck\* forms such as direct deposit, paper check, payroll card)
- PF.4.C.3 Compare and contrast the advantages and disadvantages of renting versus owning a home (e.g., costs, taxes\*, insurance)
- PF.7.SI.5 Compare the characteristics of saving tools (e.g., liquidity, interest rates, term length) to determine how to best meet a financial goal
- PF.7.SI.7 Research different types of investments and consider the importance of diversification
  - Annuities
  - Bonds
  - Money Market Funds
  - Mutual Funds
  - Real Estate
  - Stocks
- PF.5.MM.3 Analyze the advantages and disadvantages of various retirement plans (e.g., pension, 401K, IRA, social security)
- PF.7.SI.1 Compare the effects of interest rates as applied to saving and borrowing money
- PF.7.SI.4 Analyze the relationship between risk and return
- PF.2.EI.3 Analyze differences among salary, hourly, commission, and overtime pay

**E.6.ECON.PF.3**

Analyze insurance as a risk-management strategy to protect against unforeseen financial loss (e.g., auto, health, life, homeowners, renters, disability, liability).

**Personal Finance Alignment**

- PF.6.I.2 Investigate the relationship between insurance premiums and deductibles
- PF.6.I.3 Evaluate auto insurance options and factors affecting the cost of coverage including split limit
- PF.6.I.4 Assess health-related insurance options and types of coverage (e.g., health, dental, vision, stroke/heart disease, cancer, accident, short-term/long-term disability, long-term care)
- PF.6.I.5 Analyze various types of life insurance (e.g., term, whole)
- PF.6.I.6 Investigate property insurance and potential riders including, but not limited to, homeowner's, renter's, and mortgage
- PF.6.I.1 Analyze the need for insurance in managing risk and how risk affects cost

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**E.6.ECON.PF.4**

Analyze income and expenses to create a household budget\* including food, shelter, transportation, utilities, insurance, savings, charitable giving\*, and other expenses.

**Personal Finance Alignment**

- PF.5.MM.4 Analyze expenses to create a household budget including, but not limited to, housing, utilities, food, saving, insurance, taxes (e.g., taxes on earnings such as income tax\*, taxes on what people buy such as groceries (i.e., sales tax), and items people own such as a house or car (i.e., property tax), spending\*, and charitable giving
- PF.5.MM.5 Examine the influences on financial planning\* decisions (e.g., long-term\*, needs vs. wants, priorities, values, stages of life, estate planning)

**E.6.ECON.PF.5**

Examine employment forms W-4\*, W-2, I-9\*, payroll deductions\*, and other deductions in order to file an appropriate income tax form.

**Personal Finance Alignment**

- PF.2.EI.2 Represent and analyze various types of income deductions and how they impact income (e.g., payroll taxes, deductions, gross pay, net pay)
- PF.2.EI.4 Complete work-related forms
  - W-4
  - I-9
  - Medical forms
  - Life Insurance forms
  - Retirement forms



**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**E.6.ECON.PF.6**

Evaluate costs and benefits (e.g., interest rates, fees, penalties, rewards) of using various types of credit\*:

- Student loans
- Credit cards
- Personal loans (e.g., auto, home mortgage)

**Personal Finance Alignment**

- PF.4.C.4 Analyze factors that determine/influence mortgage costs (e.g., interest rate, term length, credit rating)
- PF.7.SI.2 Examine how consumers are affected by raising and lowering interest rates
- PF.7.SI.3 Calculate simple and compound interest and explain the difference between the two
- PF.4.C.7 Understand the different components of loans by:
  - Differentiating between the types of loans (e.g., payday, auto, home, personal, student)
  - Examining the lending process from application to approval
  - Calculating true costs associated with loans (e.g., term length, interest rate)
  - Understanding the factors that contribute to different interest rates
  - Evaluating the implications of obtaining and/or defaulting on a loan

**E.6.ECON.PF.7**

Analyze factors that affect creditworthiness (e.g., credit score, three Cs of credit).

**Personal Finance Alignment**

- PF.4.C.4 Analyze factors that determining/influence mortgage costs (e.g., interest rate, term length, credit rating)
- PF.4.C.5 Understand different components of credit by:
  - Comparing and contrasting sources of credit (e.g., car loans, student loans, credit cards)
  - Discussing the establishment and use of credit
  - Identifying the factors that contribute to a credit score
  - Calculating the actual costs associated with credit
  - Discussing methods of solving credit problems
  - Evaluating the risks associated with overextending credit

**Economics with Personal Finance  
Academic Standards & Disciplinary Concepts**

**E.6.ECON.PF.8**

Evaluate strategies to avoid and correct credit issues:

- Identity protection
- Bankruptcy\*
- Debt and credit management\*

**Personal Finance Alignment**

- PF.4.C.1 Identify types of fraud and credit abuse and develop strategies to protect oneself from identity fraud\* and theft\*
- PF.4.C.6 Understand the different components of bankruptcy by:
  - Identifying and evaluating types of bankruptcy
  - Examining the impact of declaring bankruptcy and how it may affect future financial opportunities

**E.6.ECON.PF.9**

Discuss consumer protection laws\* (e.g., Credit Card Accountability Responsibility and Disclosure Act of 2009, Truth in Lending Act, Fair Debt Collection Practices Act, Fair Credit Reporting Act).

**Personal Finance Alignment**

- PF.4.C.2 Discuss common crimes against consumers and examine federal consumer protection laws

# U.S. History

Since 1929

## Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 1

Course Number: 470000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None

## U.S. History Since 1929 Academic Standards & Disciplinary Concepts

### Course Focus and Content

In Grades 5-8, students receive a strong foundation in United States History from pre-colonialism through the Roaring Twenties, allowing United States History Since 1929 to focus in greater depth on the effects of changing culture, technology, world economy, and environment, as well as the impact of global conflicts on contemporary society in the United States. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in the United States within an interconnected world. United States History Since 1929 examines the Great Depression to the present. Students will examine the political, economic, geographic, social, and cultural development of the United States of America from the late nineteenth century into the twenty-first century. This course references the eras and time periods from the National Center for History in the

### Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

### Related Laws for Social Studies

A.C.A. § 1-5-109. Prisoners of War Remembrance Day.  
A.C.A. § 1-5-112. POW/MIA Recognition Day.  
A.C.A. § 1-5-113. Native American Heritage Week.  
A.C.A. § 1-5-114. Juneteenth Independence Day.  
A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.  
A.C.A. § 6-16-101. Celebrate Freedom Week.  
A.C.A. § 6-16-105. United States Flag.  
A.C.A. § 6-16-106. Arkansas Flag.  
A.C.A. § 6-16-107. Patriotic Observances Generally.  
A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.  
A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.  
A.C.A. § 6-16-121. African-American History – Teaching materials.  
A.C.A. § 6-16-122. American Heritage.  
A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.  
A.C.A. § 6-16-154. Holocaust Education.  
A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.  
A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

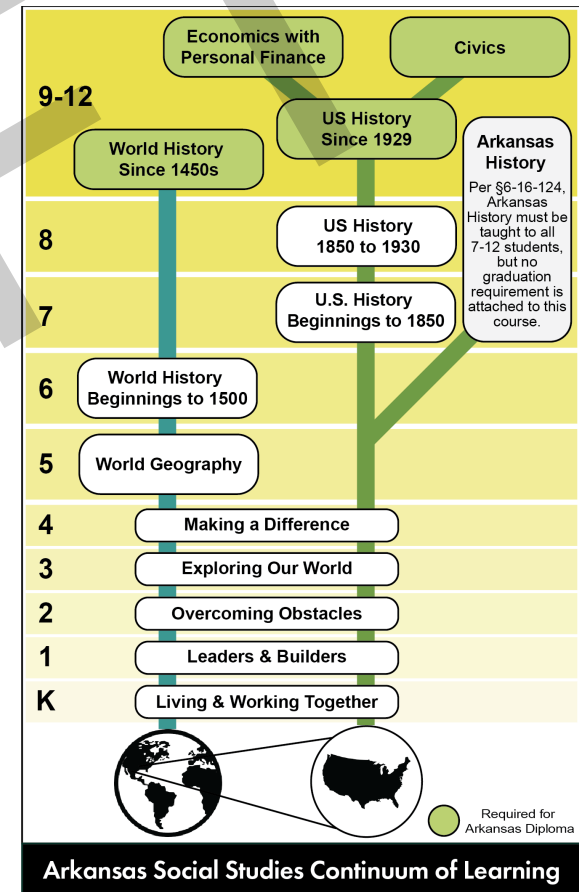


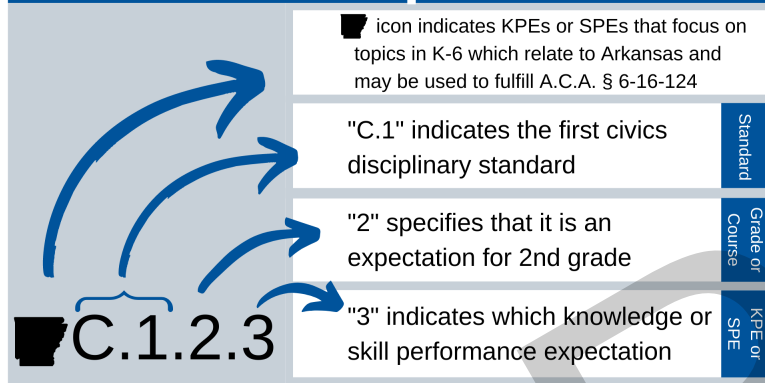
Figure 1

# U.S. History Since 1929 Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, 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. *U.S. History Since 1920 is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards 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.

## Nomenclature Explained

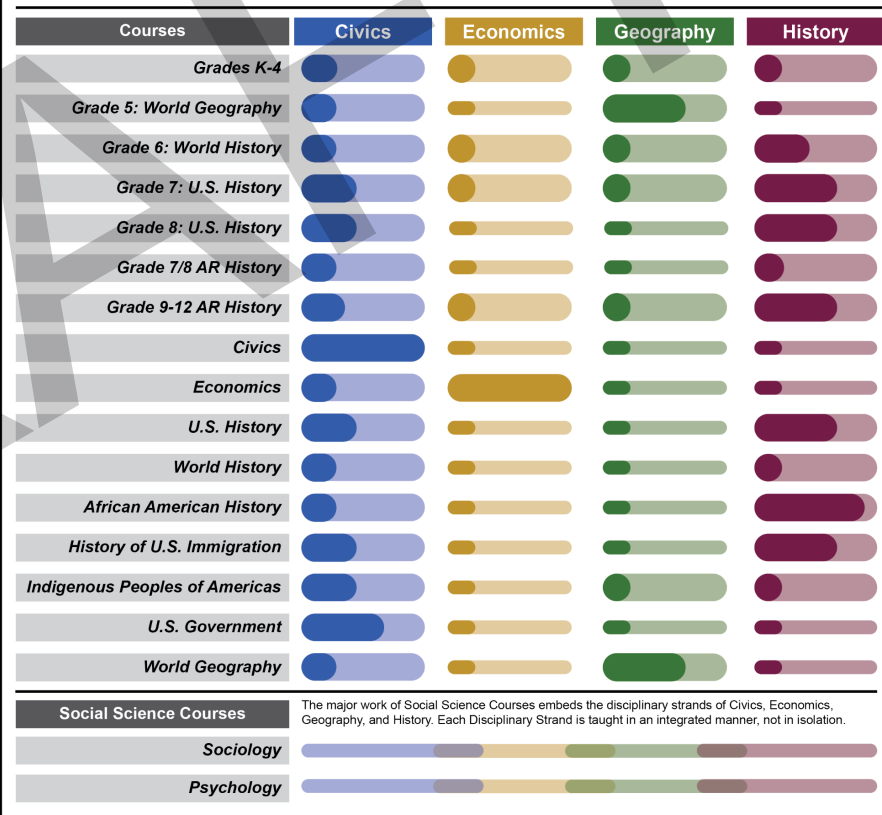


## Primary and Secondary Sources and Disciplinary Literacy Standards

The Disciplinary Literacy Standards for History/Social Studies guide students with the specific skills they need to engage with all social studies content. These reading and writing skills are separated by grade bands and include the use of primary and secondary sources, analysis of content from a variety of perspectives, and assessment of the credibility and accuracy of sources. Teachers should access the Disciplinary Literacy Standards Resource for History/Social Studies document through the Division of Elementary and Secondary Education website.

## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



# U.S. History Since 1929

## Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries		Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>		<ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Decision-Making</li> <li>• Exchange and Markets</li> <li>• Growth and Stability</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

# U.S. History Since 1929 Academic Standards & Disciplinary Concepts

## K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>



# U.S. History Since 1929 Academic Standards & Disciplinary Concepts

## Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

### Required Review of Eras 1 - 7 (No longer than 4 weeks) See separate document for Academic Standards

- If there is no gap (students go from 8th grade to 9th grade U.S. History), review should be approximately 1 to 3 weeks
- If there is a gap (students do not take U.S. History in 9th grade), review should be no longer than 4 weeks

History	H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8) to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
	United States History 1929-Present (Era 8 through Era 10)
Era 8: 1929-1940	<ul style="list-style-type: none"> <li>The Great Depression and World War II - United States during and following these major events (E8)</li> </ul>
Era 9: 1941-1967	<ul style="list-style-type: none"> <li>Post-war United States through 1970s - International events and trends resulting in the emergence of the United States as a superpower (E9)</li> </ul>
Era 10: 1968 to Present	<ul style="list-style-type: none"> <li>Contemporary United States to Present - Domestic and foreign policies of the United States since 1968 (E10)</li> </ul>

### Disciplinary Note

The major work of the U.S. History Since 1929 course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

**Teacher Note:** Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography
<ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Economic Decision-Making</li> <li>Exchange and Markets</li> <li>Growth and Stability</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Geographic Representations: <i>Spatial Views of the World</i></li> <li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>Human Populations: <i>Spatial Patterns and Movements</i></li> <li>Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>

**U.S. History Since 1929**  
**Academic Standards & Disciplinary Concepts**

**History - United States History since 1929**

H.5 Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 8: 1929-1945, The Great Depression and World War II - United States during and following these major events**

**Knowledge and Skill Performance Expectations**

**Era 8**

**H.5.US.H.1**

Demonstrate proper etiquette for interacting with the Arkansas and American flags and analyze the free speech rights of citizens regarding the use of flags (e.g., *West Virginia vs. Barnette*, *Texas vs. Johnson*).

**H.5.US.H.2**

Analyze national and international causes of the Great Depression:

- Political causes: (e.g., protectionism, tariffs)
- Economic and monetary causes: (e.g., speculation, overproduction, farm surplus, foreclosures, easy credit, deflation, unemployment)
- Environmental causes (e.g., Dust Bowl)

**H.5.US.H.3**

Analyze the expanded role of the federal government's domestic interventions and fiscal policy in response to the Great Depression:

- New Deal legislation (e.g., Emergency Banking Relief Act, Agricultural Adjustment Act, Social Security Act, National Labor Relations Act)
- Federal work relief agencies (e.g., Tennessee Valley Authority, Civilian Conservation Corps, Public Works Administration, Work Progress Administration)
- Changing role of the federal government in the economy (e.g., social security, minimum wage)

**H.5.US.H.4**

Evaluate the effectiveness of New Deal policies on various regions during the Great Depression, including their effects on unemployment, poverty, infrastructure, and the views of Americans toward the role of government in the economy.

**Teacher Note:** A connection to the Holocaust could be through the American response to Jewish refugees from Europe seeking admission to the U.S.

**H.5.US.H.5**

Evaluate various motives for initial U.S. neutrality and later involvement in World War II:

- Isolationist foreign policy
- Financial and ideological motives
- Direct threat by foreign powers to American interests

**H.5.US.H.6**

Examine the roles and perspectives of national and foreign leaders during World War II.

**Teacher Note:** A connection to the Holocaust could be the response of national and foreign leaders to Jewish refugees seeking entrance to various countries abroad.

**U.S. History Since 1929**  
**Academic Standards & Disciplinary Concepts**

**H.5.US.7**

Analyze the historical significance of key battles, events, and people during World War II, including the Holocaust:

- Battles: (e.g., Pearl Harbor, Battle of Midway, D-Day, Battle of the Bulge, Iwo Jima, Battle of Okinawa)
- Events: (e.g., Guam liberation, atomic bombs on Hiroshima and Nagasaki, V-E Day, V-J Day)
- People: (e.g., Franklin Roosevelt, Harry Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur, Navajo Code Talkers, Fighting Red Tails, 442nd Infantry Regiment)

**H.5.US.8**

Analyze the social, economic, and political effects of World War II on the American people:

- War efforts at home (e.g., victory gardens, rationing, defense industry towns, contributions of women and minorities)
- Japanese-American internment camps and *Korematsu vs. United States*
- Service member casualties, including prisoners of war, missing and wounded in action

**H.5.US.9**

Analyze the impact of advances in science and technology during World War II.

**Teacher Note:** Notable organizations and events include the Office of Scientific Research and Development, Manhattan Project, Code-Talkers, and the use of computers, semiconductors, synthetic materials, penicillin, and rockets.

**H.5.US.10**

Evaluate the use of media and propaganda to influence the viewpoints and perspectives of the American people during World War II.

**Teacher Note:** Media and organizations influencing the war effort may include Rosie the Riveter, Women in Defense, The Nature of the Enemy, United We Win, Weapon of War, and the Office of War Information.

**U.S. History Since 1929**  
**Academic Standards & Disciplinary Concepts**

**History - United States History since 1929**

H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8) to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

**Era 9: 1945 to Early 1970s, Post-war United States through 1970s - International events and trends resulting in the emergence of the United States as a superpower**

**Knowledge and Skill Performance Expectations**

**Era 9**

**H.5.US.H.11**

Examine the social, economic, and political results and implications of World War II nationally, including the end of American isolationism, the Yalta Conference and its global implications, and cultural changes in the U.S. (e.g., baby boom, women in workforce, desegregation of armed forces).

**Teacher Note:** A post-World War II connection to the Holocaust may be included here with the U.S. efforts to assist Jewish refugees and displaced persons, including changes to U.S. immigration policies and passage of the Displaced Persons Act of 1948.

**H.5.US.H.12**

Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War:

- Origins: (e.g., Yalta Conference, differences in Soviet and American philosophies and economic and political systems)
- Developments: (e.g., Marshall Plan, Berlin Blockade, Truman Doctrine, American containment policy, Soviet aggression)
- Effects: [e.g., international alliances and treaties (such as NATO, Warsaw Pact), nuclear arms race, space race, McCarthyism]

**H.5.US.H.13**

Analyze sources of conflict and confrontation during the post-World War II era using maps and other sources:

- Nuclear weapons
- Truman Doctrine
- Proxy wars and direct conflicts, including Korean War, Vietnam War, and Cuban Missile Crisis

**H.5.US.H.14**

Discuss the effects of changes in U.S. foreign policy following World War II, including American containment and appeasement policies in Asia, Latin America, and the Middle East.

**H.5.US.H.15**

Evaluate the effectiveness of international organizations in preventing, resolving, or perpetuating conflicts:

- United Nations
- NATO
- Warsaw Pact

**H.5.US.H.16**

Construct explanations on reasons for the emergence of the United States as a superpower by the mid-1970s.

**U.S. History Since 1929**  
**Academic Standards & Disciplinary Concepts**

**H.5.US.17**

Analyze the roles of individuals, groups, and events in securing civil rights during the mid-20th century:

- Individuals: (e.g., Dr. Martin Luther King, Jr., Malcolm X, Rosa Parks, Earl Warren, Thurgood Marshall, Cesar Chavez)
- Groups: (e.g., NAACP, Freedom Riders, Southern Christian Leadership Conference, Student Nonviolent Coordinating Committee)
- Events: (e.g., murder of Emmett Till, *Brown vs. Board of Education*, desegregation of Little Rock Central High School, passage of 24th Amendment, passage of Civil Rights Acts of 1964 and 1968, sit-ins, assassination of Martin Luther King, Jr.)

**H.5.US.18**

Analyze causes and effects of cultural changes on society in the United States during the 1960s and 1970s:

- Changing views on family structure and the roles of women and students
- Suburbanization
- Secularization (e.g., *Engel vs. Vitale*, *Lemon* test)
- Counterculture, student protests, and increased drug use (e.g., *Tinker vs. Des Moines*, Woodstock, Summer of Love, Vietnam protests)
- Law and politics (e.g., Chicago Seven trial, 26th Amendment, Congress' use of interstate commerce clause)

**H.5.US.19**

Analyze the technological transformation on social, economic, and political trends in America during the 1970s and 1980s.

**Teacher Note:** Significant transformations may include areas in communication (e.g., telephones, Internet, email), information processing (e.g., personal computers), transportation, energy production, and medical technology.

**H.5.US.20**

Examine domestic policies and outcomes of the federal government between 1945 and 1970:

- Eisenhower Modern Republicanism
- Federal Highway Act of 1956
- New Frontier
- Great Society
- Civil Rights Acts of 1964 and 1968
- Southern Manifesto and Dixiecrats

**H.5.US.21**

Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources.

# U.S. History Since 1929 Academic Standards & Disciplinary Concepts

## History - United States History since 1929

H.5 Students will understand key historical periods from The Great Depression and World War II, 1929-1945 (Era 8) to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

## Era 10: 1968 to Present, Contemporary United States to Present - Domestic and foreign policies of the United States since 1968

### Knowledge and Skill Performance Expectations

#### Era 10

##### H.5.USH.22

Examine continuity and change in domestic policies under multiple administrations since 1968, including debates on the national debt, size and role of government, tax policy, inflation, and “Reaganomics.”

##### H.5.USH.23

Analyze effects of domestic policies on Americans in marginalized groups:

- Growth of African American middle class, increased political representation
- Protection of rights for Americans with disabilities (e.g., Individuals with Disabilities Education Act, Americans with Disabilities Act of 1990)
- Increased recognition of Indigenous sovereignty (e.g., Indian Child Welfare Act, Tribal Self Governance Act)
- Progress of women’s rights (e.g., Equal Pay Act of 1963, Title IX)
- Other impactful policies (e.g., “War on Drugs,” welfare state, Patriot Act)

##### H.5.USH.24

Examine continuity and change in foreign policies under Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, and George H.W. Bush.

**Teacher Note:** Significant events during these administrations include:

- Nixon’s SALT treaties (Strategic Arms Limitation Talks) and diplomatic relations with China
- Ford’s withdrawal from Vietnam
- Carter’s Camp David Accords and OPEC oil crisis
- Reagan’s relationship with the Soviet Union and fall of Eastern European Communism
- Bush’s involvement in the Persian Gulf

##### H.5.USH.25

Examine reasons for and consequences of United States involvement in foreign conflicts, including American foreign policy under multiple administrations, and the changing view of America’s international role:

- Foreign policies of Bill Clinton, George W. Bush, Barack Obama, Donald Trump, and Joe Biden
- Role of NATO in Eastern Europe and post-Communist Russia
- Response to China as a competitor and possible threat
- U.S. involved conflicts: (e.g., Grenada, First and Second Gulf Wars, Iran-Contra, Nicaragua, Libya, Syria, Israel, Afghanistan)

**U.S. History Since 1929**  
**Academic Standards & Disciplinary Concepts**

**H.5.USH.26**

Construct explanations of change and continuity in foreign policy since 2001 after the September 11th, terrorist attacks in New York City and Washington, D.C.:

- Response of the Bush administration
- Wars in Afghanistan and Iraq
- Domestic and international efforts to combat terrorism (e.g., the Patriot Act, *Hamdi vs. Rumsfeld*)

**H.5.USH.27**

Examine the social and economic effects of globalization on the United States:

- Trade agreements and organizations [e.g., European Union, North American Free Trade Agreement (NAFTA), World Trade Organization (WTO)]
- Economic shifts due to international agreements (e.g., cheap labor, decline in American manufacturing, multinational corporations)
- Increased immigration from Latin America, South Asia, and East Asia

**H.5.USH.28**

Analyze the effectiveness of citizens, institutions, and the government in addressing environmental and social issues at the local, state, and national levels since 1968:

- Environmental issues: [e.g., creation of the Environmental Protection Agency (EPA), Earth Day movement, National Environmental Policy Act of 1970, push towards alternative forms of energy]
- Social issues: (e.g., increased government involvement in housing and healthcare, expansion of civil rights, Reagan Revolution, welfare and unemployment reform, AIDS crisis, coronavirus pandemic)

**H.5.USH.29**

Evaluate the cultural and technological transformation in the United States from 1968 to the present, including the increased use of personal technology, advancements in energy and medicine, and influence of the media and entertainment industry (e.g., websites, documentaries, movies, newspaper articles, biographies).

**Teacher Note:** Digital technology may include development of the internet, GPS, privacy concerns/laws, Google/Alphabet, Amazon, Apple, Microsoft, Facebook, Twitter.

# World History

Since 1450

## Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 1

Course Number: 471000

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: None



# World History Since 1450 Academic Standards & Disciplinary Concepts

## Course Focus and Content

In Grade 6, students study world history from the beginnings of human civilization through 1500 CE, correlating civics, economics, and geography to the historic eras. World History 9-12 provides an in-depth study of the history of human society from Era 6: Emergence of First Global Age 1450-1770 to Era 9: Twentieth Century since 1945. World History is designed to assist students in understanding the human condition, how people and countries of the world have become increasingly interconnected across time and space, and the ways different people view the same event or issue from a variety of perspectives. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. World History references the eras and time periods from the National Center for History in the Schools.

## Integrating Standards and Selecting Content Topics

The disciplinary strands, standards, components, and the Knowledge and Skill Performance Expectations (KPEs and SPEs) are meant to be taught in an integrated manner, not in isolation. For example, a student might be studying an historical event or person while also learning specific civics, economics, geography, and/or history standards. The KPEs and SPEs require conceptual understanding which can be applied to future learning and additional content that may not be listed in the standards. The goal of knowledge acquisition in K-12 is for students to build knowledge and have experiences with content topics connected to their communities, the state of Arkansas, the United States, and the world. A thematic continuum of learning is provided to clarify (Figure 1) the expansion of learning from community to state to the world.

## Related Laws for Social Studies

A.C.A. § 1-5-109. Prisoners of War Remembrance Day.  
A.C.A. § 1-5-112. POW/MIA Recognition Day.  
A.C.A. § 1-5-113. Native American Heritage Week.  
A.C.A. § 1-5-114. Juneteenth Independence Day.  
A.C.A. § 1-5-119. Sultana Disaster Remembrance Day.  
A.C.A. § 6-16-101. Celebrate Freedom Week.  
A.C.A. § 6-16-105. United States Flag.  
A.C.A. § 6-16-106. Arkansas Flag.  
A.C.A. § 6-16-107. Patriotic Observances Generally.  
A.C.A. § 6-16-108. Recitation of the Pledge of Allegiance.  
A.C.A. § 6-16-111. Morals, Manners, Patriotism, and Business and Professional Integrity.  
A.C.A. § 6-16-121. African-American History – Teaching materials.  
A.C.A. § 6-16-122. American Heritage.  
A.C.A. § 6-16-148. Foundation of certain social studies or history courses offered in grades seven through twelve.  
A.C.A. § 6-16-154. Holocaust Education.  
A.C.A. § 6-16-124. Arkansas History – Required Social Studies Course.  
A.C.A. § 6-17-703. Arkansas History Professional Development.

**Teacher Note:** Not all state statutes apply to the current grade level content.

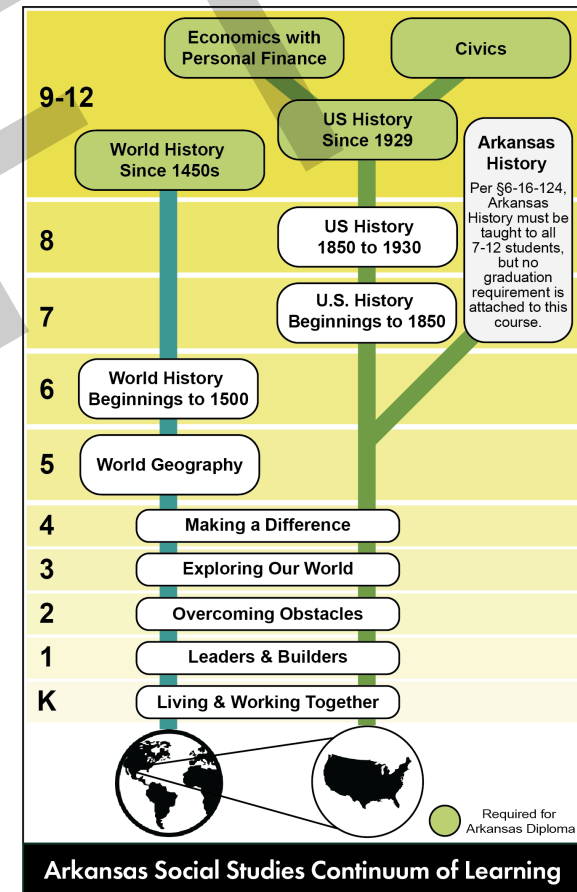


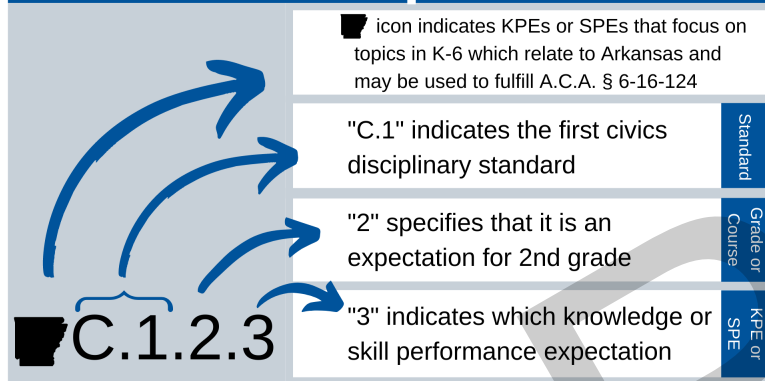
Figure 1

# World History Since 1450 Academic Standards & Disciplinary Concepts

## Skills and Application

Throughout the course, 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. *World History Since 1450 is required by the Standards for Accreditation and does not need Arkansas Department of Education approval.* These standards do not meet the Grades 7-12 Arkansas History requirement as defined in Act 787 of 1997. Refer to the Arkansas History Academic Standards 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.

## Nomenclature Explained

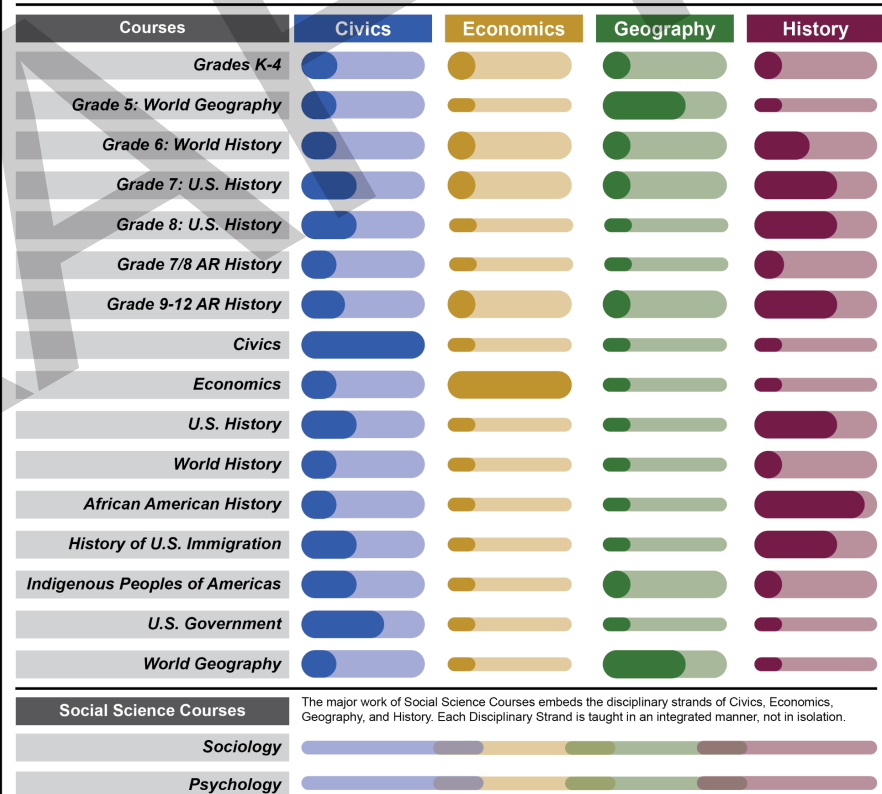


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## Integration of Disciplinary Strands

The following graphic demonstrates the integration of the Disciplinary Strands and highlights the emphasis of the Disciplinary Standards within and across each grade and/or course.



# World History Since 1450

## Academic Standards & Disciplinary Concepts

### The College, Career, and Civic Life C3 Framework for Social Studies State Standards

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 four Dimensions.

- **Dimensions 1, 3, and 4** of the College, Career, and 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** Applying Disciplinary Concepts and Tools sets forth the conceptual content, and the alignment to this dimension is embedded in the KPEs and SPEs.

Dimension 1 Developing Questions and Planning Inquiries		Dimension 3 Evaluating Sources and Using Evidence		Dimension 4 Communicating Conclusions and Taking Informed Action	
<ol style="list-style-type: none"> <li>1. Construct compelling questions that promote inquiry around key ideas and issues</li> <li>2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations</li> <li>3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view</li> </ol>		<ol style="list-style-type: none"> <li>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</li> <li>5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations</li> </ol>		<ol style="list-style-type: none"> <li>6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies</li> <li>7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others</li> <li>8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, propose solutions, or assess strategies and options for action while applying deliberative processes</li> </ol>	

Dimension 2 <sup>1</sup> Applying Disciplinary Concepts and Tools				
Civics	Economics	Geography	History	Social Sciences
<ul style="list-style-type: none"> <li>• Civic and Political Institutions</li> <li>• Participation and Deliberation</li> <li>• Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>• Economic Decision-Making</li> <li>• Exchange and Markets</li> <li>• Growth and Stability</li> <li>• The National Economy</li> <li>• The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>• Geographic Representations: <i>Spatial Views of the World</i></li> <li>• Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>• Human Populations: <i>Spatial Patterns and Movements</i></li> <li>• Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>	<ul style="list-style-type: none"> <li>• Change, Continuity, and Context</li> <li>• Perspectives</li> <li>• Historical Sources and Evidence</li> <li>• Causation and Argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Sociology</li> </ul>

<sup>1</sup> Organizational structure of the Social Studies Academic Standards is based on disciplinary strands in the C3 Framework.

# World History Since 1450 Academic Standards & Disciplinary Concepts

## K-12 Disciplinary Standards Overview

Civics	Economics	Geography	History
<p>C.1 Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.</p> <p>C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.</p> <p>C.3 Students will understand the role of citizens in society, the ways the government protects the rights of citizens, the electoral process, and the role of political parties.</p> <p>C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.</p> <p>C.5 Students will understand the impact of origins, structures, and functions of institutions and laws on society and Indigenous peoples. This includes the relationship of the Native nations and the United States during various time periods.</p> <p>C.6 Students will understand the structure and functions of various types of tribal government and how they exercise their powers. This includes the progress and challenges of present-day Native America.</p>	<p>E.1 Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.</p> <p>E.2 Students will understand the impact of economic decision-making. This includes considering the marginal costs and benefits of alternatives.</p> <p>E.3 Students will understand the exchange of goods and services. This includes different allocation methods and changes in supply and demand; the role of producers, consumers, and government in a market economy; and the degree of competition among buyers and sellers in markets.</p> <p>E.4 Students will understand the growth, stability, and interdependence within a national economy. This includes the current and future state of the economy using economic indicators and monetary and fiscal policies for a variety of economic conditions.</p> <p>E.5 Students will understand the growth, stability, and interdependence within a global economy. This includes ways in which trade leads to increased economic interdependence.</p> <p>E.6 Students will understand the factors affecting income, wealth, and financial risk. This includes the role of credit in personal finance.</p>	<p>G.1 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.</p> <p>G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, present, and plan for the future.</p> <p>G.3 Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.</p> <p>G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.</p> <p>G.5 Students will understand the impact Indigenous peoples have on the environment. This includes the communal view of how Indigenous peoples utilized the land and resources; and the characteristics of the original Indigenous peoples of Arkansas by analyzing artifacts, artwork, and other sources.</p>	<p>H.1 Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.</p> <p>H.2 Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p> <p>H.3 Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.4 Students will understand key historical periods from Civil War and Reconstruction (Era 5) to the Emergence of Modern America, 1890-1930 (Era 7). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.5 Students will understand key historical periods from the Great Depression and World War II, 1929-1945 (Era 8), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.</p> <p>H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.</p>

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## Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> <li>Grade or Course Specific Components</li> </ul>

History	H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
	World History since 1450 (World Era 6 through World Era 9)
World Era 6: 1450-1770	<ul style="list-style-type: none"> <li>Emergence of First Global Age - Transformations and innovations of nations and cultures of the world (WE6)</li> </ul>
World Era 7: 1750-1900	<ul style="list-style-type: none"> <li>Age of Revolutions - Global revolutionary changes that shaped the emerging modern world (WE7)</li> </ul>
World Era 8: 1900-1945	<ul style="list-style-type: none"> <li>Crisis and Achievement - Reasons for and consequences of early 20th century crises and achievements (WE8)</li> </ul>
World Era 9: Since 1945	<ul style="list-style-type: none"> <li>Contemporary World - Challenges and accomplishments of the contemporary world (WE9)</li> </ul>

### Disciplinary Note

The major work of the World History (Since 1450) course includes the disciplinary strands of Civics, Economics, Geography, and History. Each disciplinary strand is meant to be taught in an integrated manner, not in isolation.

**Teacher Note:** Concepts of the Civics, Economic, and Geography strands are implicitly addressed in the embedded KPEs and SPEs.

Civics	Economics	Geography
<ul style="list-style-type: none"> <li>Civic and Political Institutions</li> <li>Participation and Deliberation</li> <li>Processes, Rules, and Laws</li> </ul>	<ul style="list-style-type: none"> <li>Economic Decision-Making</li> <li>Exchange and Markets</li> <li>Growth and Stability</li> <li>The National Economy</li> <li>The Global Economy</li> </ul>	<ul style="list-style-type: none"> <li>Geographic Representations: <i>Spatial Views of the World</i></li> <li>Human-Environment Interaction: <i>Place, Regions, and Culture</i></li> <li>Human Populations: <i>Spatial Patterns and Movements</i></li> <li>Global Interconnections: <i>Global Spatial Patterns</i></li> </ul>



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Disciplinary Strand
Disciplinary Standard
Disciplinary Component
<b>Grade</b>
Knowledge and Skill Performance Expectation

History - World History Since 1450
H.6 Students will understand key historical periods from the emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
World Era 6: 1450-1770, Emergence of First Global Age - Transformations and innovations of nations and cultures of the world
Knowledge and Skill Performance Expectations
World History Since 1450
Era 6
H.6.WH.1 Demonstrate proper etiquette for interacting with the Arkansas and American flags while analyzing the role of flags and symbols in world history.
H.6.WH.2 Analyze the motivations that led to the exploration and the expansion of empires: <ul style="list-style-type: none"> <li>• Belief systems</li> <li>• Economic</li> <li>• Political</li> <li>• Social</li> </ul>
H.6.WH.3 Analyze the development of social, economic, political, and geographic transformations of regional connections into global trade networks.
H.6.WH.4 Analyze the social, economic, political, and geographic effects of the expansion of empires in the eastern and western hemispheres from 1450-1770.
H.6.WH.5 Evaluate the origin and effects of science and technology on the transformation of the first global age.

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H.6.WH.6
Evaluate ways in which globalization and the scarcity of resources contributed to conflict and cooperation within and among groups and empires.
H.6.WH.7
Analyze complex and interacting factors that influenced the perspectives of people, including the Enlightenment and Age of Reason, Protestant Reformation, the Renaissance, rise of the humanities, and Scientific Revolution.
H.6.WH.8
Analyze ways in which current interpretations of the past are limited by the extent to which available historical sources represent the perspectives of people at the time.
H.6.WH.9
Construct historical arguments or explanations about significant transformations and innovations of the first global age utilizing evidence from a variety of primary and secondary sources.

<b>History - World History Since 1450</b>
H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
<b>World Era 7: 1750-1900, Age of Revolutions - Global revolutionary changes that shaped the emerging modern world</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>World History Since 1450</b>
<b>Era 7</b>
H.6.WH.10
Evaluate the development, expansion, and effects of industrialization in Europe, Asia, Africa, and the Americas.
H.6.WH.11
Analyze the social, economic, and political ideas, including self-determination, liberty, and human rights, that influenced the 18th and 19th-century revolutions.
<p>This may include:</p> <ul style="list-style-type: none"> <li>• American Revolution</li> <li>• French Revolution</li> <li>• Haitian Revolution</li> <li>• Latin American Wars for Independence</li> <li>• Norwegian War for Independence</li> <li>• Scottish Rebellion</li> <li>• United Irish Rebellion</li> </ul>

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H.6.WH.12
Analyze written documents that both articulate and contest the powers, responsibilities, and limits of a variety of governments over time.
H.6.WH.13
Analyze causes and consequences of voluntary and forced mass migration, including the efforts to reform such practices.
This may include cultural practices, resource availability, the plantation system, urbanization, industrialization, conflict migration, and transatlantic abolitionism.
H.6.WH.14
Compare the social and economic impact of different labor systems in the Age of Revolutions.
H.6.WH.15
Analyze the causes and effects of European imperialism and new patterns of colonization in Asia, Africa, and Latin America in the 19th century, including the impact of advancements in medicine, weaponry, and technology.
H.6.WH.16
Analyze ways in which the perspectives of people in the present shape interpretations of the past, using available technology.
H.6.WH.17
Construct historical arguments or explanations about global changes caused directly or indirectly by economic and political revolutions, using primary and secondary sources.

<b>History - World History Since 1450</b>
H.6 Students will understand key historical periods from the Emergence of the first Global Age, 1450-1770 (World Era 6) to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
<b>World Era 8: 1900-1945, Crisis and Achievement - Reasons for and consequences of early 20th century crises and achievements</b>
<b>Knowledge and Skill Performance Expectations</b>
<b>World History Since 1450</b>
<b>Era 8</b>
H.6.WH.18
Compare the complex causes of revolutions worldwide in various regions such as Eastern Europe, Russia, Northern Africa, Southern Africa, China, Vietnam, India, South America, and Central America.
H.6.WH.19
Examine the outcomes of social, economic, and political transformations in the West, Africa, Asia, Middle East, and Latin America.



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H.6.WH.20

Examine causes of global conflict in the first half of the 20th century leading up to the outbreak of World War I and World War II, including the role of imperialistic and nationalistic rivalries, alliances, militarism, fascism, totalitarianism, and communism.

H.6.WH.21

Analyze short- and long-term outcomes of World War I and World War II from multiple perspectives.

H.6.WH.22

Analyze the impact of advances in science and technology on World War I and World War II.

H.6.WH.23

Analyze the causes and long-term effects of the Holocaust, including European antisemitism and 19th-century ideas about race and racial identity, Nazi dehumanization tactics, the state-sponsored persecution and attempted annihilation of Jews and other groups, and its effects on Zionism and the establishment of the modern state of Israel.

H.6.WH.24

Compare and contrast the impact of political and military leadership of Axis and Allied powers during World War II.

H.6.WH.25

Analyze the changes in cultural and social life due to artistic and literary movements and scientific and technological innovations.

H.6.WH.26

Use academically appropriate sources to answer student-generated compelling and supporting questions about major conflicts in the early 20th century.

H.6.WH.27

Analyze ways in which the perspectives of people in the present shape interpretations of the past using multiple sources and available data and technology.

H.6.WH.28

Construct explanations about early to mid-20th-century events using multiple sources and available data and technology.

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**History - World History Since 1450**

H.6 Students will understand key historical periods from the Emergence of the First Global Age, 1450-1770 (World Era 6), to the Twentieth Century Since 1945 (World Era 9). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.

**World Era 9: Since 1945, Contemporary World - Challenges and accomplishments of the contemporary world**

**Knowledge and Skill Performance Expectations**

**World History Since 1450**

**Era 9**

H.6.WH.29

Analyze the change and continuity in global power after World War II, including the growing rivalry between Communist and democratic governments in various regions:

- Africa
- The Americas
- Asia
- Europe
- Middle East

H.6.WH.30

Evaluate social, economical, political, and technological causes and effects of accelerating global interdependence resulting from deepening Cold War tensions.

H.6.WH.31

Analyze short- and long-term causes and effects of the following on humanity:

- Disease
- Famine
- Genocide
- Loss of natural resources
- Terrorism

H.6.WH.32

Assess geographic, human, and economic costs of war using evidence from multiple sources and perspectives:

- Disease
- Famine
- Genocide
- Loss of natural resources
- Terrorism

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H.6.WH.33

Assess the social, economic, political, and technological efforts to address global poverty, food and water access, healthcare, and equal human rights among the world's peoples.

H.6.WH.34

Construct explanations about the consequences of human-made and natural disasters as they affect global trade, politics, and human migration.

H.6.WH.35

Analyze ways historical contexts continue to shape people's perspectives.

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