

Social Studies Standards 9-12 Elective Courses

Standards are hyperlinked.

- [9th-12th grade Arkansas History](#)
- [African American History](#)
- [Psychology](#)
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- [U.S. Government](#)
- [World Geography](#)

Grades 9-12

Arkansas History

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5
Course Number: 473000
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

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

Course Focus and Content

Arkansas History Grades 9-12 provides a study of the history of Arkansas. The course addresses the geographic features and economics of the state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. The more rigorous coursework for Arkansas History Grades 9-12 is organized historically and chronologically. Arkansas History Grades 9-12 references the Encyclopedia of Arkansas eras and time periods to organize the strands and content standards.

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.

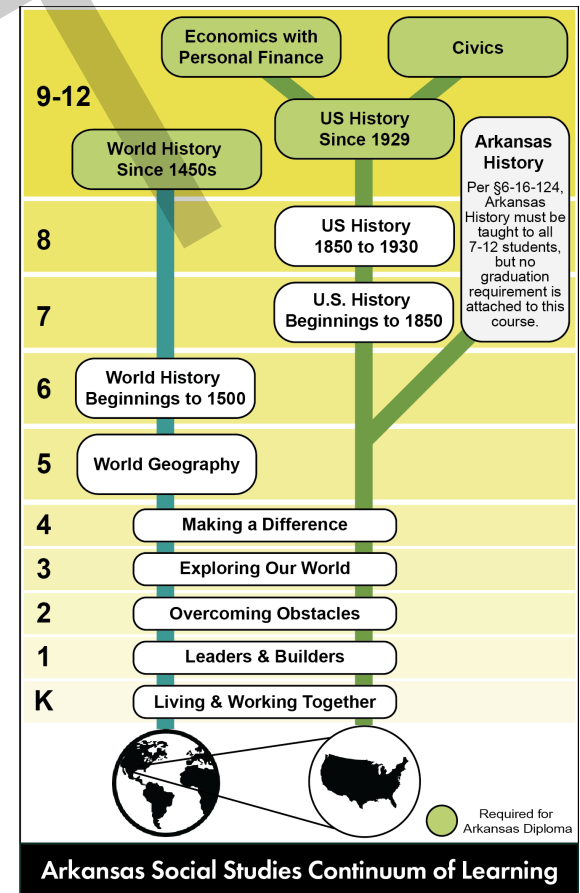


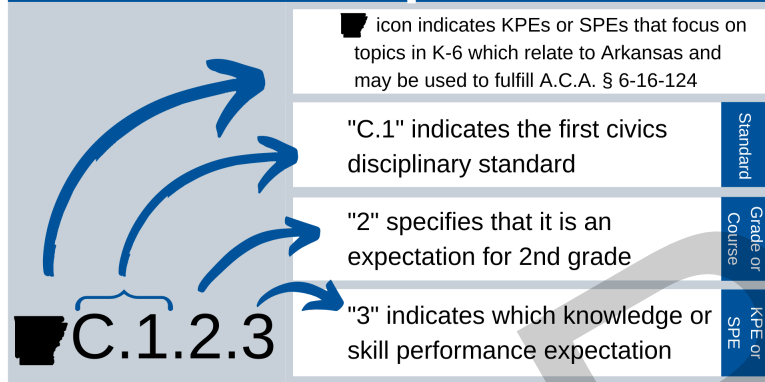
Figure 1

Grades 9-12 Arkansas History 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. *Arkansas History is required by Act 787 of 1997 and the Standards for Accreditation and does not need Arkansas Department of Education approval.*

Nomenclature Explained

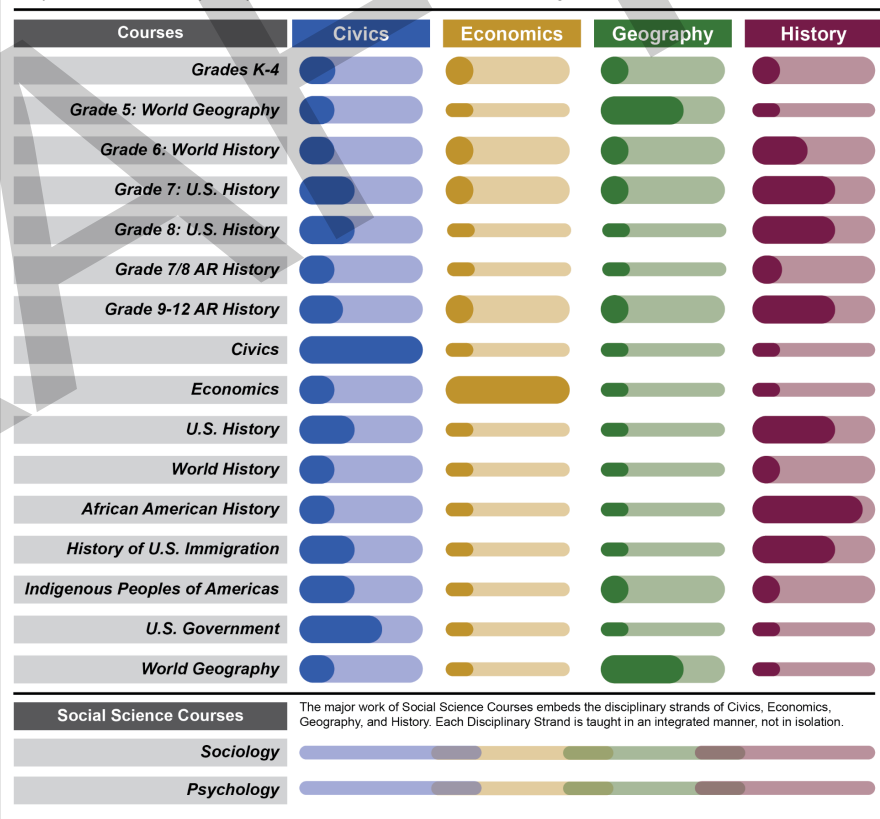


Primary and Secondary Sources and Disciplinary Literacy Standards

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.



Grades 9-12 Arkansas History 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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

Grades 9-12 Arkansas History 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>

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

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

History	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.
	United States Beginnings through 1850 (Era 1 through Era 4)
Era 1: Beginnings to 1620	<ul style="list-style-type: none"> Pre-European Exploration (Prehistory-1540) (E1)
Era 2: 1585-1763	<ul style="list-style-type: none"> European Exploration and Settlement through Arkansas Settlement (1541-1763) (E2)
Era 3: 1754 through the 1820s	<ul style="list-style-type: none"> Early history of Arkansas (1754-1802) (E3)
Era 4: 1801 through 1850	<ul style="list-style-type: none"> Louisiana Purchase through Early Statehood (1803-1850) (E4)

History	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.
	United States History 1850-1930 (Era 5 through Era 7)
Era 5: 1850-1877	<ul style="list-style-type: none"> Civil War through Reconstruction (1861-1874) (E5)
Era 6: 1870-1900	<ul style="list-style-type: none"> Post-Reconstruction through the Gilded Age (1875-1900) (E6)
Era 7: 1890-1930	<ul style="list-style-type: none"> Perspectives of Arkansans in the early 20th century (1901-1930) (E7)

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History	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.
	United States History 1929-Present (Era 8 through Era 10)
Era 8: 1929-1940	<ul style="list-style-type: none"> Perspectives of Arkansans in the early 20th century (1929-1940) (E8)
Era 9: 1941-1967	<ul style="list-style-type: none"> World War II Through the Civil Rights Era (1941-1967) (E9)
Era 10: 1968 to Present	<ul style="list-style-type: none"> Modern Era (1968 to Present) (E10)

Disciplinary Note

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

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States Beginnings through the 1820s

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.

Era 1: Pre-European Exploration (Prehistory-1540)

Era 2: European Exploration and Settlement through Arkansas Settlement (1541-1763)

Era 3: Early history of Arkansas (1754-1802)

Knowledge and Skill Performance Expectations

Grades 9-12

Eras 1-3

H.3.AR.H.1

Compare pre-European cultural characteristics of early Indigenous populations in Arkansas:

- Caddo
- Chickasaw
- Osage
- Quapaw
- Tunica

H.3.AR.H.2

Analyze the impact of European explorers on Indigenous populations and the environment:

- Hernando De Soto
- Father Jacques Marquette and Louis Joliet
- René-Robert Cavelier, Sieur de La Salle
- Henri de Tonti
- Bernard de la Harpe

H.3.AR.H.3

Analyze reasons for migration to pre-territorial Arkansas, including physical geography, natural resources, and economic opportunities.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

History - United States History 1800-1900

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). 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 4: Louisiana Purchase through Early Statehood 1803-1860

Knowledge and Skill Performance Expectations

Grades 9-12

Era 4

H.4.ARH.1

Evaluate the intended and unintended consequences of public policies in Arkansas from the early 1800s:

- Louisiana Purchase: opening of Arkansas to U.S. settlement
- Missouri Compromise: Statehood and expansion of slavery
- Indian Removal Act: Osage, Caddo, and Quapaw relocation

Teacher Note: When examining the time period surrounding the Indian Removal Act of 1830, students should differentiate between land cession of local tribes - Caddo, Osage, and Quapaw - and Indian Removal of the Five Tribes (Cherokee, Chickasaw, Choctaw, Muscogee (Creek) Nation, and Seminole) along the Trail of Tears through Arkansas.

H.4.ARH.2

Explain the process of Arkansas gaining territorial status and its advantages to settlers, including state and county court systems, government assistance, transportation, and economic growth.

H.4.ARH.3

Analyze actions of territorial officers and early governors and their effects on the development of Arkansas.

H.4.ARH.4

Evaluate the effects of human-made and natural disasters on Arkansas such as New Madrid earthquake, river flooding, disease outbreaks, and tornadoes.

H.4.ARH.5

Evaluate reasons for and impact of human settlement on various regions of Arkansas, including economic growth, agriculture, growth and development of roads and railroads, land grants, and establishment of schools and local government.

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

History - United States History 1800-1900

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). 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 5: Civil War through Reconstruction (1861-1874)

Era 6: Post-Reconstruction through the Gilded Age (1875-1900)

Knowledge and Skill Performance Expectations

Grades 9-12

Eras 5-6

H.4.AR.H.6

Analyze causes and effects of the secession of Arkansas from the Union, including the role of slavery and states' rights, Lincoln's call for a militia, cooperationists, and various state leaders.

Teacher Note: Early newspapers (readily available online through Library of Congress and other sources) would be an excellent secondary resource for this SLE. Note that the cooperationists sought for remaining slave states to secede from the Union simultaneously.

H.4.AR.H.7

Research social, economic, and political effects of the Civil War on citizens in various regions:

- Social and economic effects: (e.g., resource scarcity, changes in Southern way of life)
- Political effects: (e.g., civil unrest, guerrilla warfare, abolition of slavery, lack of government, shifts in leadership and power, dual governments)

H.4.AR.H.8

Analyze the historical significance of and reasons for Arkansas's involvement in the Civil War, including events, battles, and people in various regions of Arkansas:

- Events: (e.g., the Little Rock arsenal incident, the Secessionist Convention, split loyalties, Sultana Disaster)
- Battles: (e.g., Pea Ridge, Prairie Grove, Pine Bluff, Little Rock, Helena, Camden Expedition, guerrilla warfare)
- People: (e.g., Henry Rector, Isaac Murphy, David O. Dodd, Arkansas Peace Society, Harris Flanagin, Theophilus Holmes)

H.4.AR.H.9

Examine the effects of emancipation and Reconstruction in Arkansas, including the Freedmen's Bureau, the sharecropping system, the Brooks-Baxter War, the Arkansas Constitution of 1874, election of black legislators, restoration of Confederate voting rights, and subsequent Jim Crow laws.

Teacher Note: *Arkansas African American Legislators, 1868-1893* is a title that discusses the African American men who served in the Arkansas General Assembly. The Arkansas Constitution of 1868, passed shortly after the conclusion of the Civil War, ensured suffrage and the right to hold public office for black males.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

H.4.ARH.10

Examine the effects of social and economic transformations on various regions and segments of the population, including the rise of various industries (e.g., oil, mining), prosperity, transportation networks (e.g., railroad growth), migration/immigration, and education reform.

History - United States History since 1890

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 7: Perspectives of Arkansans in the early 20th century (1901-1930)

Knowledge and Skill Performance Expectations

Grades 9-12

Era 7

H.5.ARH.1

Investigate social, economic, and political reforms of the Progressive Era in Arkansas, including women's suffrage, growth and development of railroads, industrialism, reform of the convict lease system, and establishment of educational institutions (e.g., land grant colleges, founding of the University of Arkansas and University of Arkansas at Pine Bluff).

H.5.ARH.2

Analyze social events and issues in Arkansas surrounding discrimination and marginalization, including Jim Crow laws, rise of the Ku Klux Klan, Elaine Race Massacre, and school segregation.

H.5.ARH.3

Analyze economic developments in Arkansas during the early 20th century such as Monte Ne and Hot Springs resorts, oil boom, and the timber industry.

H.5.ARH.4

Evaluate social, economic, and political effects of World War I on Arkansans, including the establishment of the Arkansas chapter of the American Red Cross.

H.5.ARH.5

Examine responses to natural disasters in Arkansas including the Flu Pandemic of 1918, Flood of 1927, and Drought of 1930-31.

Grades 9-12 Arkansas History Academic Standards & Disciplinary Concepts

History - United States History since 1890

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: Perspectives of Arkansans in the early 20th century (1929-1940)

Knowledge and Skill Performance Expectations

Grades 9-12

Era 8

H.5.AR.H.6

Analyze the social, economic, and political effects of the Great Depression and the New Deal on various regions and segments of the population in Arkansas, including unemployment, protectionism, tent cities, and the role of federal programs in the state:

- Civilian Conservation Corps (e.g., Crowley's Ridge State Park, Petit Jean State Park)
- Federal Art Project (e.g., employed artists and musicians to record music throughout locations in Arkansas, including for prisoners at Cummins Prison, and to paint wall murals in a number of town post offices)
- Works Progress Administration (e.g., *Arkansas Slave Narrative*; provided instruction in in-home canning and gardening classes)

H.5.AR.H.7

Analyze social, economic, and political effects of World War II on various segments of the population in Arkansas, including soldiers off to war, war casualties, rationing, homefront (including women at work, war bonds, war production plants, victory gardens), prisoner of war camps (i.e., Camp Robinson, Fort Chaffee, Camp Dermott), and Japanese-American internment camps (i.e., Jerome and Rohwer).

Teacher Note:

Act 611 - Holocaust Education (required) *possible connections for incorporating the Holocaust would include the Anne Frank tree curriculum (Clinton Library), World War II soldiers from Arkansas who liberated concentration camps at the end of the war, Holocaust survivors who eventually moved to Arkansas (or visited as speakers at various institutions - often recorded for later sharing).

H.5.AR.H.8

Investigate contributions made by local, state, and national political leaders in Arkansas post-World War II.

Teacher Note: Examples may include General Douglas MacArthur and General Wesley Clark.

H.5.AR.H.9

Analyze the economic development of Arkansas post-World War II such as the timber industry, catfish farms, poultry industry, agriculture, transportation, tourism, and right-to-work law impact on labor unions.

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

H.5.ARH.10

Analyze multiple perspectives of the social, economic, and political effects of the Civil Rights Movement on various regions in Arkansas, including clashes between state and federal authorities:

- School integration (e.g., Hoxie, Fayetteville, Little Rock, including the Little Rock Nine)
- Clashes between state and federal authorities (e.g., Orval Faubus, Ronald Davies, Dwight Eisenhower)
- State legislation and The Lost Year - Central High 1958

History - United States History since 1890

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 10: Modern Era (1968 to Present)

Knowledge and Skill Performance Expectations

Grades 9-12

H.5.ARH.11

Analyze the impact of Arkansas businesses and entrepreneurs locally, nationally, and globally, which may include agriculture (e.g., rice and soybean exports) and outdoor sports (e.g., duck hunting, fishing).

H.5.ARH.12

Examine effects of social and cultural transformations on various segments of the population across Arkansas, which may include music (e.g., spirituals, blues, jazz), art, clothing, food, and demographic changes in communities (e.g., immigrant communities of Little Italy, Altus, Catholic Point).

H.5.ARH.13

Analyze the effects of conflicts and their resolutions on the citizens of Arkansas, which may include the Vietnam War Draft, Cold War-era defense systems, missile silos (e.g., 1980 Damascus Titan missile explosion), increased trade, voluntary and involuntary migration.

H.5.ARH.14

Analyze ways that Arkansans addressed a variety of public issues by using or challenging local, state, national, and international laws (e.g., voting, petitions, protest, communication with lawmakers and elected officials).

**Grades 9-12 Arkansas History
Academic Standards & Disciplinary Concepts**

H.5.ARH.15

Evaluate contributions made by various leaders and entrepreneurs in Arkansas.

This may include:

- Political: (e.g., Hattie Caraway, William H. Grey, Isaac George Bailey, Dorathy Allen, Winthrop Rockefeller, Bill Clinton)
- Business: (e.g., Don Tyson, J.B. Hunt, Sam Walton, William Dillard, Jackson T. Stephens)
- Military: (e.g., Douglas MacArthur)
- Medicine: (e.g., Dr. Samuel Lee Kountz Jr., Ruth Beall)
- Science and technology: (e.g., Isaac T. Gillam IV, Raye Jean Montague)
- Social: (e.g., Daisy Bates, William Harold Flowers, John Walker)
- Arts: (e.g., George Dickey, Johnny Cash, Jimmy Driftwood, Maya Angelou, Sister Rosetta Tharpe, George Newman, Billy Bob Thornton, Mary Steenburgen)

DRAFT

African American History

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474700

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

African American History Academic Standards & Disciplinary Concepts

Course Focus and Content

African American History examines the contributions African Americans have made to the history of the United States. This course is designed to assist students in understanding issues and events from multiple perspectives. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history. It requires an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements provides citizens of the 21st century with a broader context within which to address the many issues facing the United States.

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

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- 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.

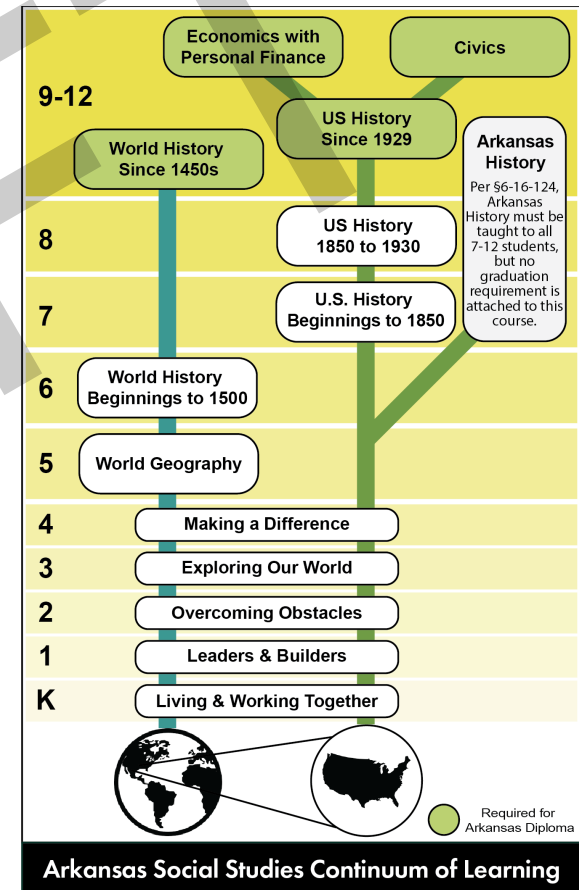


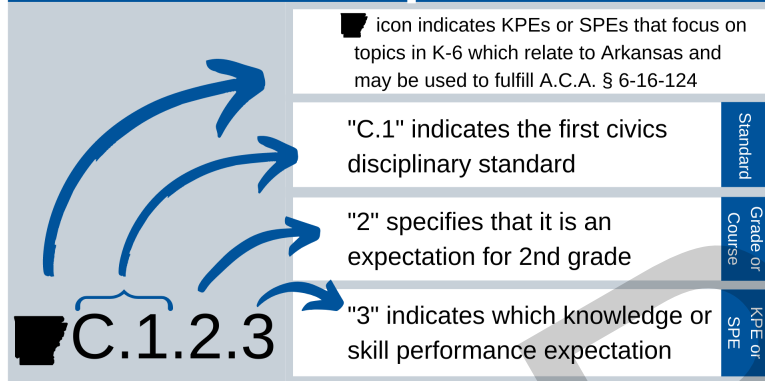
Figure 1

African American History 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. *African American History 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

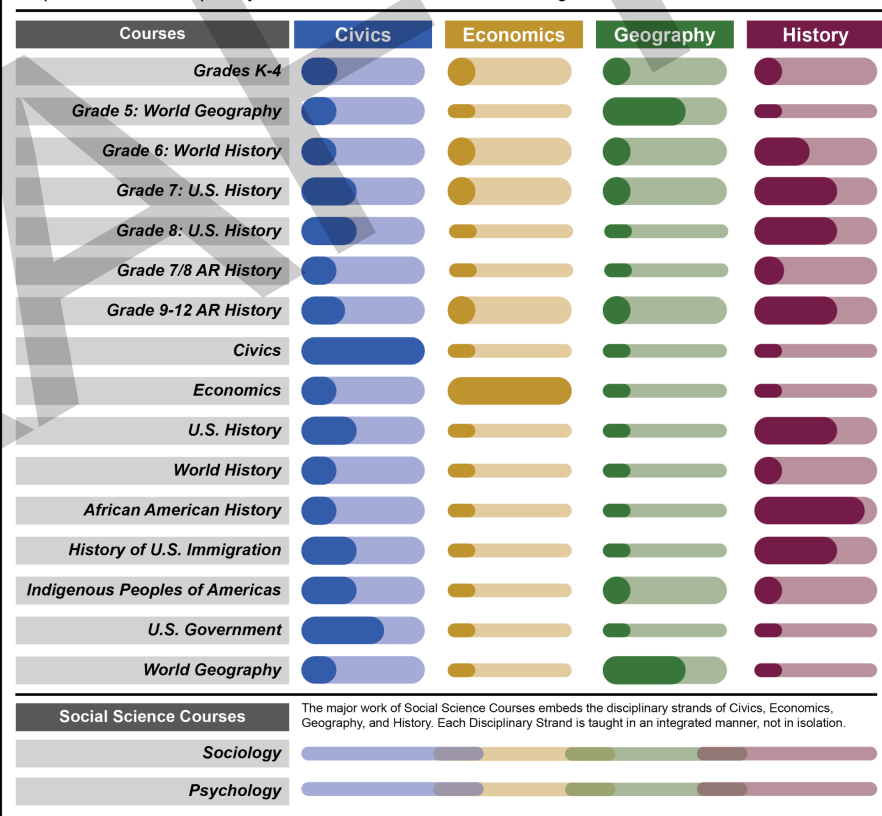


Primary and Secondary Sources and Disciplinary Literacy Standards

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.



African American History 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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

African American History 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>

African American History Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components
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"> Pre-Colonial Period - origins of and changes in African American culture (Pre-Colonial-1775) (WE6)
History	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.
	United States Beginnings through 1850 (Era 1 through Era 4)
Era 3: 1754 through the 1820s	<ul style="list-style-type: none"> Revolutionary Era - Roles and contributions made by people of African descent (1775-1820) (E3)
History	H.4 Students will understand key historical periods from Civil War and Reconstruction, 1850-1877 (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.
	United States History 1850-1930 (Era 5 through Era 7)
Era 5: 1850-1877	<ul style="list-style-type: none"> A Country Divided - Development of the northern, western, and southern regions of the United States and the effects on African American men and women (1820-1877) (E5)
Era 6: 1870-1900	<ul style="list-style-type: none"> Hardening of Jim Crow - the African American experience in the post-Reconstruction Era (1877-1920) (E6)

African American History Academic Standards & Disciplinary Concepts

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"> Seeds of Change - African American experience (1920-1950) (E8)
Era 9: 1941-1967	<ul style="list-style-type: none"> Illusion of Equality - African American experience (1950-1970) (E9)
Era 10: 1968 to Present	<ul style="list-style-type: none"> A Job Unfinished - the progress and challenges of African Americans in the post-Civil Rights Era (1970-Present) (E10)

Disciplinary Note

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

**African American History
Academic Standards & Disciplinary Concepts**

History - World History since 1450 (World Era 6 through World Era 9)

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, Pre-Colonial Period - origins of and changes in African American culture (Pre-Colonial-1775)

Knowledge and Skill Performance Expectations

African American History

World Era 6

H.6.AAH.1

Analyze ancient West African civilizations and leaders through culture, politics, economics, and trade, including the Ghana Empire, Mali Empire (Mansa Musa), Kingdom of Benin (King Ewuare), and Songhai Empire (Askia the Great).

H.6.AAH.2

Analyze social, economic, and political effects of the transition from indentured servitude to enslaved labor on African Americans.

H.6.AAH.3

Analyze the process, course, and conditions of involuntary migration patterns from Africa to the Americas, including internal African and American trafficking, and its impact on African Americans.

H.6.AAH.4

Compare the influence of ancient West African cultures to African American culture, including language, religion, music, art, and food.

**African American History
Academic Standards & Disciplinary Concepts**

History - United States Beginnings through the 1820s (Era 1 through Era 3)

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.

Era 3: 1754 through the 1820s, Revolutionary Era - Roles and contributions made by people of African descent (1775-1820)

Knowledge and Skill Performance Expectations

African American History

Era 3

H.3.AAH.1

Analyze social, economic, and political involvement of African American men and women in the Revolutionary Era.

This may include:

- Crispus Attucks
- Benjamin Banneker
- Phyllis Wheatley
- Elizabeth “Mum Bett” Freeman
- Samuel Poor
- Peter Salem
- James Armistead
- First Rhode Island Regiment
- Lord Dunmore's 1775 Proclamation
- John Laurens advocating for black soldiers

H.3.AAH.2

Investigate the effects of revolutionary ideologies, including Enlightenment thinking and Great Awakening theology, on social and political perspectives of African Americans, including natural law, natural rights, and equality.

H.3.AAH.3

Evaluate social, economic, and political roles of African American men and women during the expansion of the early United States.

This may include:

- Benjamin Banneker, District of Columbia surveyor, planner, astronomer, and naturalist
- James Derham, first to practice medicine formerly
- Jupiter Hamon, considered the founder of African-American literature
- Absalom Jones, early abolitionist and first ordained priest in Episcopal Church
- Alexander Twilight, first to earn bachelor's degree and first state-elected official in Vermont

**African American History
Academic Standards & Disciplinary Concepts**

History - United States History 1800-1900 (Era 4 through Era 6)

H.4 Students will understand key historical periods from Expansion and Reform, 1801-1861 (Era 4), to the Development of the Industrial United States, 1870-1900 (Era 6). 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 4: 180-1861, Expansion and Reform - The growth and expansion of the United States and its impact on the African American experience in northern, southern, and western regions.

Era 5: 1850-1877, A Country Divided - Development of the northern, western, and southern regions of the United States and the effects on African American men and women (1820-1877)

Era 6: 1870-1900, Hardening of Jim Crow - the African American experience in the post-Reconstruction Era (1877-1920)

Knowledge and Skill Performance Expectations

African American History

Eras 4 & 5

H.4.AAH.1

Compare the effects of economic developments in multiple regions of the United States on African American men and women between 1820 and 1877:

- Invention of cotton gin
- Use of steamboat for transportation
- “King Cotton” economy of southern states

H.4.AAH.2

Examine various perspectives toward the political rights of African American men and women between 1820 and 1877 throughout different regions of the United States, including discrimination and segregation, “separate but equal,” the Back-to-Africa movement, and full equality.

H.4.AAH.3

Analyze the responses of free and enslaved African American men and women to social, economic, and political conditions in different regions between 1820 and 1877.

Responses may include:

- Resistance and escape: (e.g., Underground Railroad, Harriet Tubman, Robert Smalls, West Bogan)
- Rebellions and uprisings: (e.g., Nat Turner, Gabriel Prosser)
- Calls for abolition and equality: (e.g., Frederick Douglass, Frances Harper, Ida B. Wells)
- Court cases: (e.g., Dred Scott, Homer Plessy)
- Back-to-Africa movement (e.g., Paul Cuffe, Martin Delany)
- Political involvement and representation (e.g., Alexander Twilight, Hiram Rhodes Revels, Joseph Rainey)

H.4.AAH.4

Identify the contributions and changing roles of African Americans during the Civil War as soldiers, spies, and regiments, and the impact of the Emancipation Proclamation.

**African American History
Academic Standards & Disciplinary Concepts**

Era 6

H.4.AAH.5

Analyze various experiences and responses to challenges of African American men and women from post-Reconstruction through the Jim Crow time period and early 20th century:

- Art and entertainment: (e.g., Harlem Renaissance)
- Education: (e.g., rising literacy rates, establishment of historically black colleges and universities, Booker T. Washington, W.E.B. Du Bois, Joseph Albert Booker)
- Entrepreneurship: (e.g., Samuel T. Wilcox, Robert Gordon, Annie Malone, Frederick and Charles Patterson, Maggie Lena Walker, Madam C. J. Walker)
- Religion: (e.g., growth of African Methodist Episcopal denomination [AME] and establishment of National Baptist Convention)
- Political organizations and affiliations
- Segregation and discrimination: (e.g., Jim Crow laws, Plessy vs. Ferguson, “sundown towns,” lynchings)

H.4.AAH.6

Analyze the 13th, 14th, and 15th Amendments to the U.S. Constitution and the effects on African American men and women between 1877 and 1920

African American History Academic Standards & Disciplinary Concepts

History - U.S. History Since 1890 (Era 7 through Era 10)

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, Seeds of Change - African American experience (1920-1950)

Era 9: 1945 to Early 1970s, Illusion of Equality - African American experience (1950-1970)

Era 10: 1968 to Present, A Job Unfinished - the progress and challenges of African Americans in the post-Civil Rights Era (1970-Present)

Knowledge and Skill Performance Expectations

African American History

Era 8

H.5.AAH.1

Analyze change and continuity in the African American cultural identity, including the role of the Harlem Renaissance, in the area of art, music, film, literature, and dance.

H.5.AAH.2

Analyze the effects of the Great Depression and New Deal on the social and economic status of African American men and women in various geographic regions.

H.5.AAH.3

Analyze social, economic, and political actions and achievements of African Americans in the early 20th century:

- Great Migration
- Military desegregation
- Growth of civil rights organizations (e.g., National Association for the Advancement of Colored People [NAACP])
- Other social, political, and labor organizations (e.g., Southern Tenant Farmers Union)

Era 9

H.5.AAH.4

Analyze the influence of key African Americans on political and social change since 1950 using primary and secondary sources:

- Civil rights leaders: (e.g., Malcolm X, Martin Luther King, Jr., Coretta Scott King, A. Philip Randolph, Rosa Parks, Daisy Bates, John Lewis)
- Political leaders: (e.g., Thurgood Marshall, Shirley Chisholm, Patricia Harris, Condelezza Rice, Barack Obama, Kamala Harris, Clarence Thomas, Ketanji Brown Jackson)
- Military and science leaders: (e.g., Marcelite Harris, Katherine Johnson, Colin Powell, William E. Ward, Lloyd Austin)
- Education and thought leaders: (e.g., Langston Hughes, Thomas Sowell, Zora Neale Hurston)

**African American History
Academic Standards & Disciplinary Concepts**

H.5.AAH.5

Examine various ways African Americans participated in the Civil Rights Movement and the effects of their actions:

- Boycotts: (e.g., Montgomery bus boycott, Mississippi Freedom Summer)
- Marches: (e.g., Birmingham, Selma, March on Washington)
- Music: (e.g., "People Get Ready," "We Shall Overcome," "Freedom Highway," "Say It Loud - I'm Black and I'm Proud," "A Change is Gonna Come")
- Sit-ins: (e.g. Greensboro, Nashville, University of Chicago, Baltimore)
- Speeches: (e.g., "Letter from a Birmingham Jail," "I have a Dream," Fannie Lou Hamer's Testimony, Kwame Ture on "Black Power," Ella Jo Baker on the struggle for Civil Rights)

H.5.AAH.6

Analyze the effects of legislative developments in Congress and state governments on the African American experience between 1950-1970 in the areas of voting, civil rights, affirmative action, fair housing, education, employment, and commerce.

Era 10

H.5.AAH.8

Analyze the impact and achievements of African Americans on the arts, sports, medicine, business, entertainment industry, news media, and technology.

H.5.AAH.9

Identify unresolved social, economic, and political challenges for African American men and women from 1970 to the present.

H.5.AAH.10

Identify new social, economic, and political opportunities for African Americans.

This may include increased participation and representation in politics, business, education, medicine, and the arts.

Psychology

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474400

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

Psychology Academic Standards & Disciplinary Concepts

Course Focus and Content

Psychology is a one-semester social studies elective course that introduces students to the science of behavior and mental processes. It includes an overview of the history of psychology as well as an opportunity to study personality and individuality and explore how the knowledge and methods of psychologists are applied to the solution of human problems. The content of this course includes human development; biological bases of behavior; sensation and perception; learning, memory, and cognition; behavior patterns; personality and individuality.

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.
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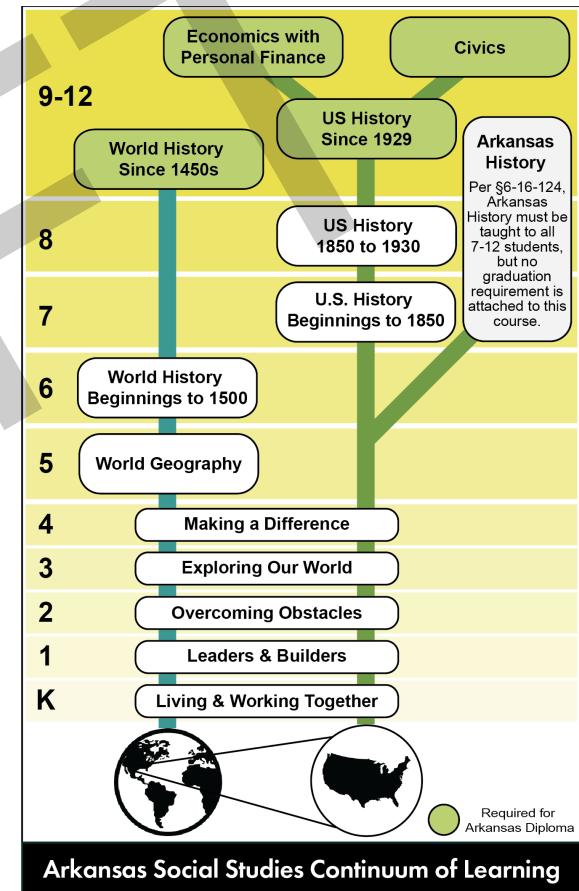


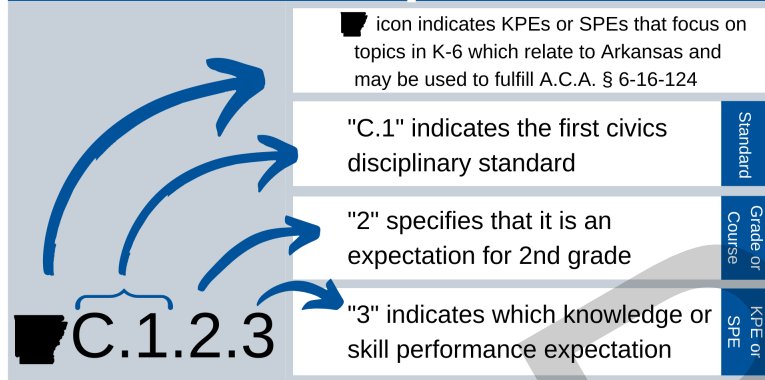
Figure 1

Psychology 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. *Psychology 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

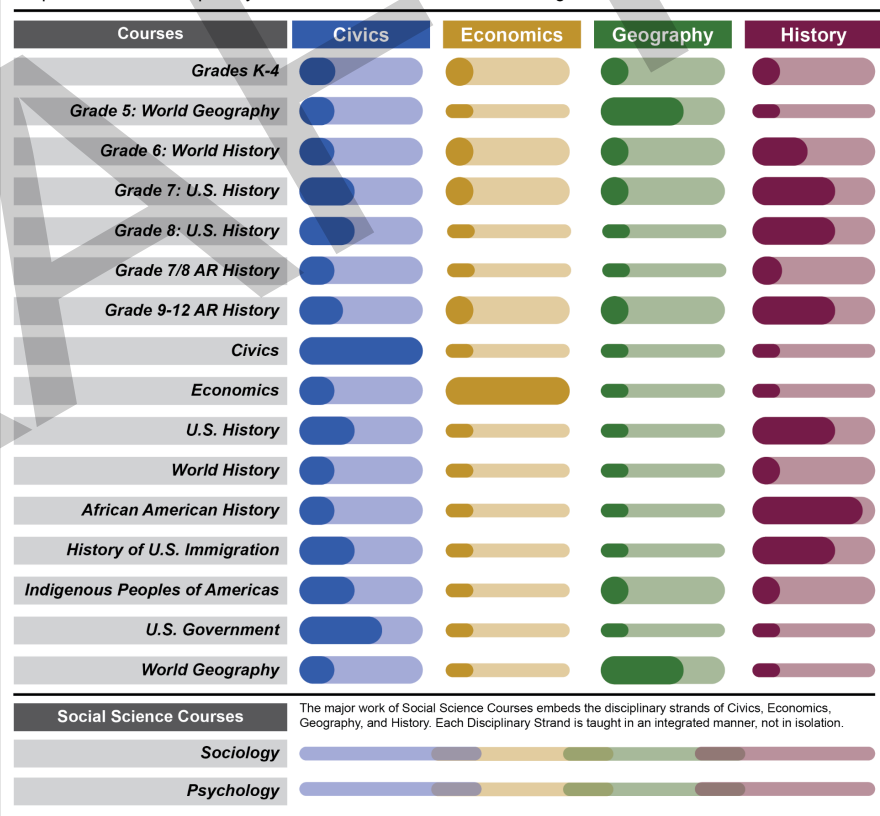


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Integration of Disciplinary Strands

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.



Psychology 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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

Psychology
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>

Disciplinary Standards At a Glance

Psychology Academic Standards & Disciplinary Concepts

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

Social Science	SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.
Psychology	<ul style="list-style-type: none"> Perspective and Research Biology and Behaviors Conditioning, Learning, and Cognition Personality and Individuality

Disciplinary Note

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

Note: In the C3 Framework [The College, Career, and Civic Life C3 Framework for Social Studies Standards](#), there is a “Psychology Companion Document for the C3 Framework” (Appendix B) which highlights the concept of how the Great Recession is examined through the disciplinary lens of psychology.

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

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

Psychology
Academic Standards & Disciplinary Concepts

Social Science - Psychology

SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.

Perspective and Research

Knowledge and Skill Performance Expectations

Psychology

SS.1.PSY.1

Analyze developments in the field of psychology as a social science.

Developments may include:

- Scientific methods
- Empirical research
- Development of theories
- Demarcation of psychology as a pseudo-science
- Contemporary applied psychology

SS.1.PSY.2

Compare contemporary perspectives used by psychologists.

SS.1.PSY.3

Analyze methods for collecting data in the field of psychology.

SS.1.PSY.4

Evaluate the impact of American Psychological Association (APA) and federal guidelines on the ethical treatment of human and nonhuman research participants (e.g., informed consent, avoiding harm, respect for individual rights).

Teacher Note: Potential connection to Holocaust education

Psychology
Academic Standards & Disciplinary Concepts

Social Science - Psychology

SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.

Biology and Behaviors

Knowledge and Skill Performance Expectations

Psychology

SS.1.PSY.5

Analyze how the processes of sensation and perception influence experiences and expectations in one's environment.

SS.1.PSY.6

Compare different stages of consciousness:

- Conscious
- Unconscious
- Sleep states
- Other states such as meditation, relaxation, hypnosis, and flow state

SS.1.PSY.7

Explain the effects of the brain, nervous system, and endocrine system on behavior.

SS.1.PSY.8

Analyze interactions between biological factors and life experiences and their influences on behavior.

Psychology
Academic Standards & Disciplinary Concepts

Social Science - Psychology

SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.

Conditioning, Learning, and Cognition

Knowledge and Skill Performance Expectations

Psychology

SS.1.PSY.9

Explain how lifespan development (e.g., childhood, adolescence, adulthood, and aging) influences behavior and human interactions.

SS.1.PSY.10

Evaluate the methods of conditioning and learning theories.

SS.1.PSY.11

Evaluate biological processes and disorders associated with memory.

SS.1.PSY.12

Examine measures of intelligence and compare how measures and perceptions of intelligence such as theories, tests, cultural understanding, and multiple perspectives have changed over time.

Social Science - Psychology

SS.1 Students will understand the evolving nature of psychology and the methods and measurements used to study behavior and mental processes. This includes the behaviors related to sensation, perception, and consciousness; how biology influences psychology; the cognitive, moral, and social development throughout the human lifespan; and the causes and effects of psychological phenomena.

Personality and Individuality

Knowledge and Skill Performance Expectations

Psychology

SS.1.PSY.13

Students will explain theories of motivation, emotion, and factors that influence emotional interpretation and expression.

SS.1.PSY.14

Students will examine theories of personality, assessment, and influences related to personality.

SS.1.PSY.15

Evaluate causes, impacts, and treatment of psychological disorders.

Sociology

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474500

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

Sociology Academic Standards & Disciplinary Concepts

Course Focus and Content

Sociology is a one-semester social studies elective course that introduces students to the social systems that are the foundation of society. Sociology enhances students' understanding of the social world and helps students understand themselves better since it examines how the social world influences the way they think, feel, and act. An emphasis is placed on culture, social status, social institutions, and social problems, as well as resulting behaviors. Using the tools and techniques of sociologists, students will examine the causes, consequences, and possible solutions for various social issues as they read major sociological theorists and consider how sociologists approach issues.

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.

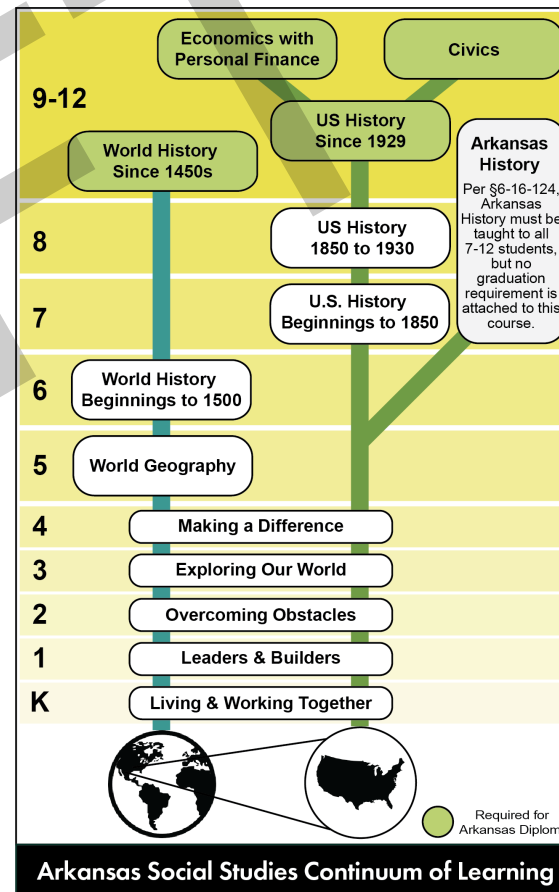


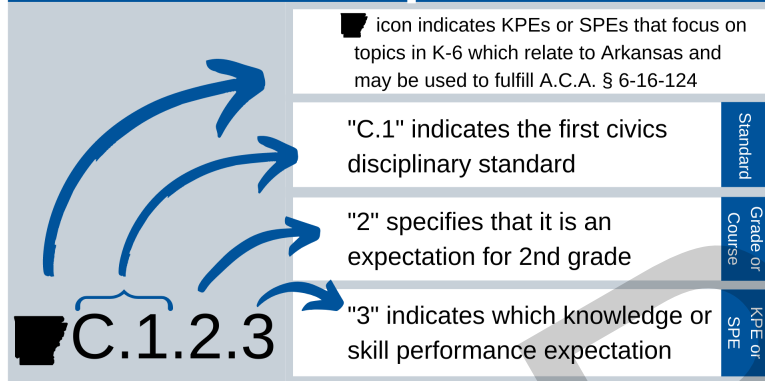
Figure 1

Sociology 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. *Sociology 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

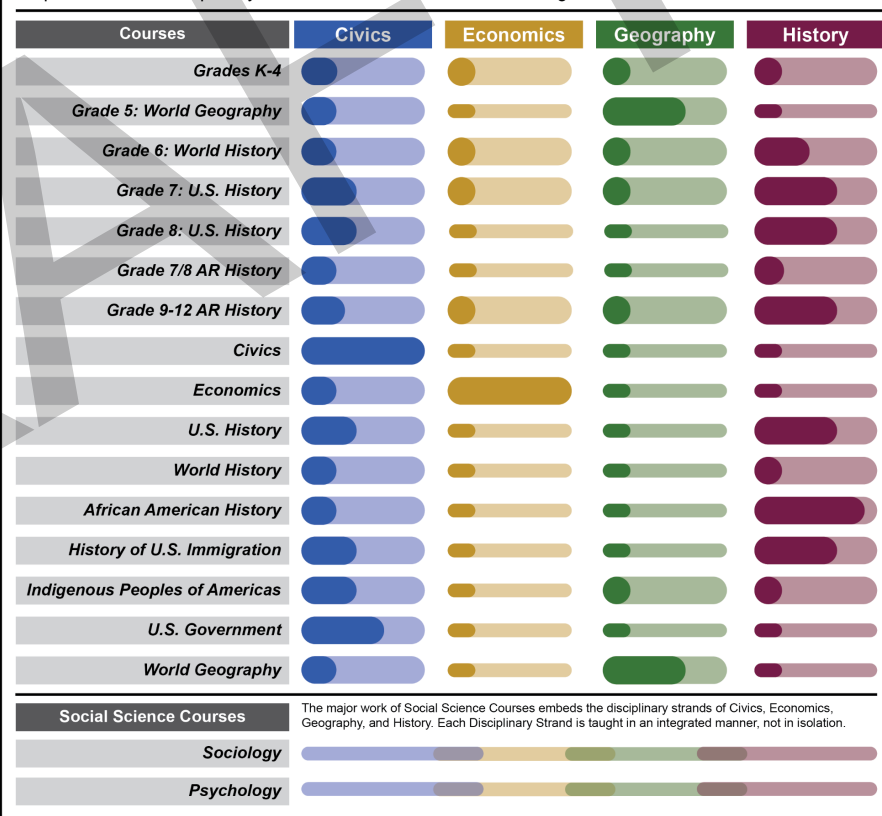


Primary and Secondary Sources and Disciplinary Literacy Standards

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.



Sociology 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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

Sociology 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>

Sociology Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

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

Social Science	SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.
Sociology	<ul style="list-style-type: none"> Sociological Perspectives and Methods of Inquiry Social Structure Social Relationships Stratification and Inequality

Disciplinary Note

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

Note: In the C3 Framework [The College, Career, and Civic Life C3 Framework for Social Studies Standards](#), there is a “Sociology Companion Document for the C3 Framework” (Appendix C) which highlights the concept of how the Great Recession is examined through the disciplinary lens of sociology.

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

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

Sociology Academic Standards & Disciplinary Concepts

Social Science - Sociology	
SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.	
Sociological Perspectives and Methods of Inquiry	
Knowledge and Skill Performance Expectations	
Sociology	
SS.2.SOC.1	Analyze the development of the field of sociology including contributions of various individuals using a variety of sources.
SS.2.SOC.2	Compare the theoretical perspectives used by sociologists such as functional perspective, conflict perspective, and interaction perspective.
SS.2.SOC.3	Analyze and apply research methods such as observation, survey, field experimentation, and content analysis used by social scientists to study human society.
SS.2.SOC.4	Design sociological questions that examine various social phenomena.
SS.2.SOC.5	Collect and analyze data designed to answer a question that examines the impact of various social phenomena.
Social Science - Sociology	
SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.	
Social Structure	
Knowledge and Skill Performance Expectations	
Sociology	
SS.2.SOC.6	Analyze how culture influences individuals using sources from multiple perspectives.
SS.2.SOC.7	Examine the role social institutions such as socio-economic status, education, belief systems, social patterns, and family play in society.
SS.2.SOC.8	Analyze key components of culture.

Sociology
Academic Standards & Disciplinary Concepts

SS.2.SOC.9 Compare how cultures change and resist change.
SS.2.SOC.10 Examine the importance of norms and values to culture and the effects on social structure.

Social Science - Sociology
SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.
Social Relationships
Knowledge and Skill Performance Expectations
Sociology
SS.2.SOC.11 Analyze the role socialization agents (e.g., family, school, peer groups, mass media, and social media) play in human development.
SS.2.SOC.12 Examine the effect of norms and values on societies.
SS.2.SOC.13 Analyze the social construction of groups and the interactions between groups and individuals in society.
SS.2.SOC.14 Examine societal changes over time and factors influencing those changes.

Sociology
Academic Standards & Disciplinary Concepts

Social Science - Sociology

SS.2 Students will understand the sociological perspective and the methods and strategies of researching social issues. This includes the cultural interaction between individuals and society and the evolution of social structures and culture; socialization and its impact on individuals and groups; and the effects and factors that lead to social stratification on groups and individuals.

Stratification and Inequality

Knowledge and Skill Performance Expectations

Sociology

SS.2.SOC.15

Analyze common patterns and effects of social stratification on groups and individuals using a variety of sources. This may include region, age, race, gender, religion, and socioeconomic status.

SS.2.SOC.17

Examine factors that contribute to and maintain social inequalities.

SS.2.SOC.18

Propose alternative responses to inequality from a variety of sources from multiple perspectives.

U.S. Government

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474100

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. Government Academic Standards & Disciplinary Concepts

Course Focus and Content

United States Government is a one-semester course that focuses on the theoretical concepts relating to the foundations of government and the practical application of these concepts as they relate to American federalism, civil liberties, civil rights, and our national government. Basic concepts of state and local government and their relationships with the federal government are also examined. Topics include the constitutional framework; federalism; the three branches of government, including the bureaucracy; civil rights and liberties; political participation and behavior; and policy formation. Students will demonstrate an understanding of the basic concepts and processes of the American political system.

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.

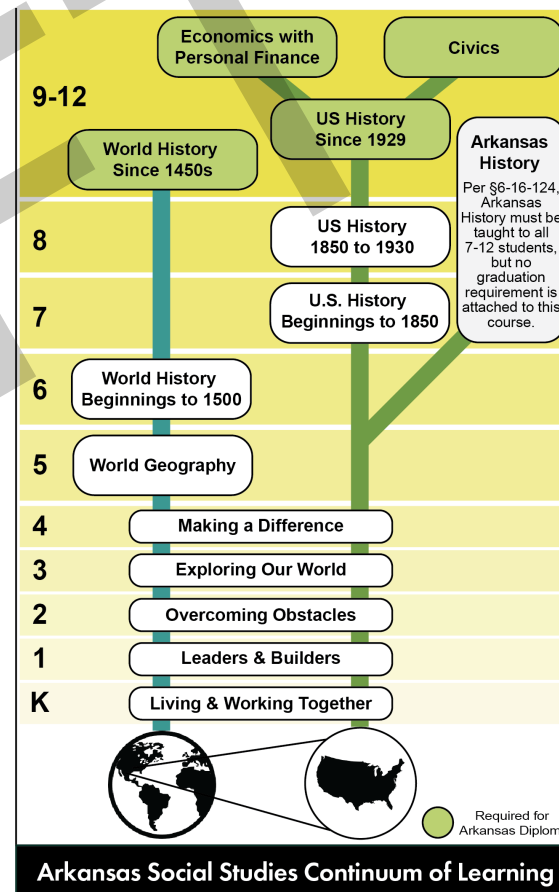


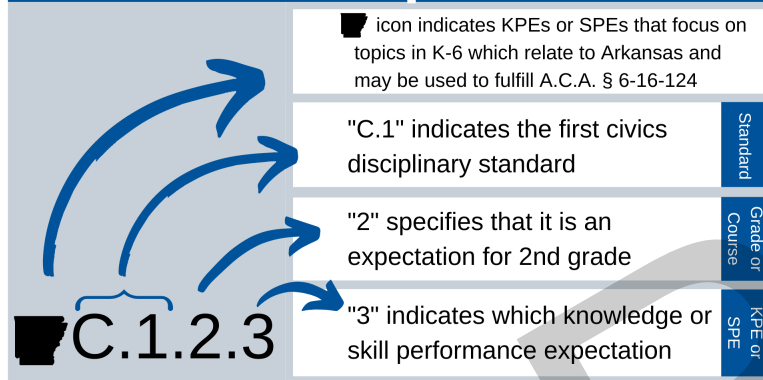
Figure 1

U.S. Government 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. Government 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

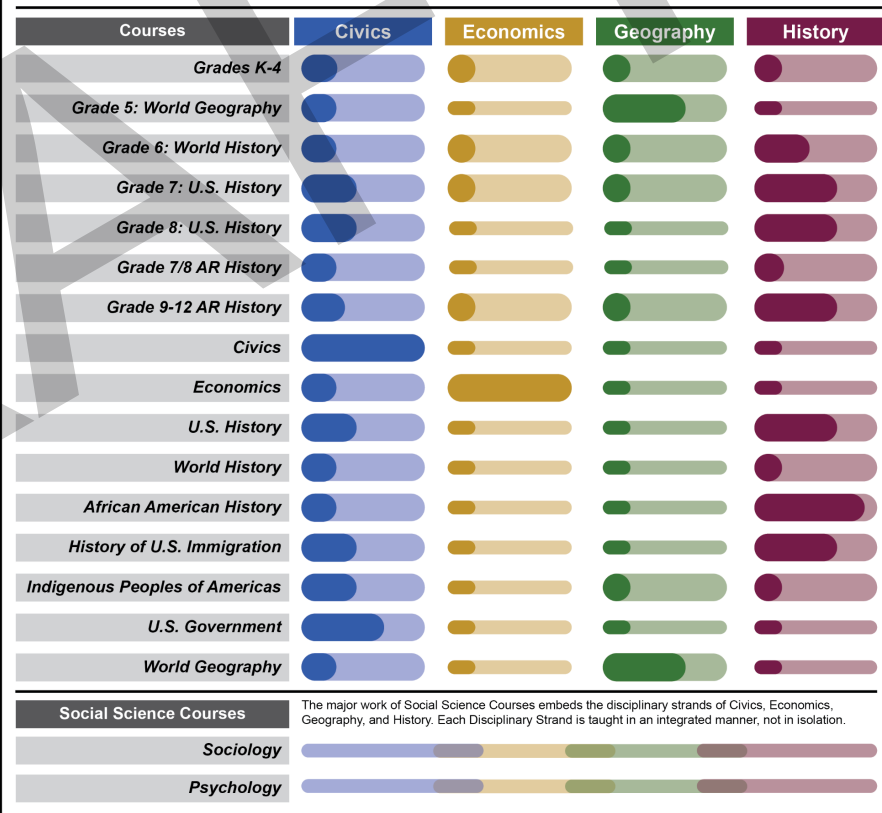


Primary and Secondary Sources and Disciplinary Literacy Standards

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. Government
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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

U.S. Government 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. Government Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components
Civics	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
Structure and Functions of the Government	<ul style="list-style-type: none"> Structure, organization, and functions of the federal government Concept of federalism in the United States Relationship between the federal government and the economy
Civics	C.2 Students will understand the structure and functions of various types of government and how they exercise their powers.
Structure of the Constitution	<ul style="list-style-type: none"> Organization and content of the United States Constitution
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.
Political Philosophy	<ul style="list-style-type: none"> Multiple outside perspectives of various sources that shaped the formation of the United States government Rationale of the Founding Leaders in selecting a democratic republic over other forms of government
Civics	C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.
Interpretation and Application of Constitutional Principles	<ul style="list-style-type: none"> Various interpretations of the U.S. Constitution Application of U.S. constitutional principles to address local and national issues
Disciplinary Note	
<p>The major work of the U.S. Government 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.</p> <p>Teacher Note: Concepts of the Economic, Geography, and History strands are implicitly addressed in the embedded KPEs and SPEs.</p>	

**U.S. Government
Academic Standards & Disciplinary Concepts**

Economics	Geography	History
<ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy 	<ul style="list-style-type: none"> • Geographic Representations: <i>Spatial Views of the World</i> • Human-Environment Interaction: <i>Place, Regions, and Culture</i> • Human Populations: <i>Spatial Patterns and Movements</i> • Global Interconnections: <i>Global Spatial Patterns</i> 	<ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation

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**U.S. Government
Academic Standards & Disciplinary Concepts**

Civics - Structure and Functions of the Government	
C.2 Students will analyze the organization and structure of the United States Constitution and its role in defining the powers and functions of the federal government.	
<ul style="list-style-type: none"> • Structure, organization, and functions of the federal government • Concept of federalism in the United States • Relationship between the federal government and the economy 	
Knowledge and Skill Performance Expectations	
U.S. Government	
C.2.USG.1	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.USG.2	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.USG.3	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, <i>Marbury vs. Madison</i> , and other primary and secondary sources.
C.2.USG.4	Analyze the powers and responsibilities of the federal government: <ul style="list-style-type: none"> • Enumerated • Implied • Delegated • Concurrent • Reserved
C.2.USG.5	Analyze the reasons for and effectiveness of a system of checks and balances within the federal government.
C.2.USG.6	Examine the continuity and change over time of the composition and roles of the Presidential Cabinet and federal agencies.
C.2.USG.7	Evaluate the development and limitations of the federal bureaucracy as a “fourth branch” of the federal government.

**U.S. Government
Academic Standards & Disciplinary Concepts**

C.2.USG.8

Analyze the foundation and structure of federalism as prescribed in the Supremacy Clause of Article VI, the Tenth Amendment, and the Fourteenth Amendment to the Constitution.

C.2.USG.9

Analyze the division of power and the relationships between federal and state government.

C.2.USG.10

Analyze the relationships among the states as prescribed in the Full Faith and Credit Clause of Article IV.

C.2.USG.11

Examine the reasons and processes for amending the U.S. Constitution, including the role of Congress, state legislatures, and convention of the states (Article V).

C.2.USG.12

Analyze the impact of the federal government's fiscal policy on the economy and the citizens of the United States, including taxing, spending, regulation, and printing of currency.

C.2.USG.13

Evaluate the roles and effectiveness various government agencies play in maintaining the nation's economic health.

**U.S. Government
Academic Standards & Disciplinary Concepts**

Civics - Structure of the Constitution	
C.2 Students will analyze the organization and structure of the United States Constitution and its role in defining the powers and functions of the federal government.	
• Organization and content of the United States Constitution	
Knowledge and Skill Performance Expectations	
U.S. Government	
C.2.USG.14	Analyze the underlying causes and events that led the Founders to replace the Articles of Confederation with the U.S. Constitution, including Shays' Rebellion, the perceived weaknesses of the Articles of Confederation, and disputes between states.
C.2.USG.15	Analyze the purposes of government as explained in the Preamble to the U.S. Constitution.
C.2.USG.16	Evaluate the rationale for the organization of articles of the U.S. Constitution.
C.2.USG.17	Analyze the purposes of the Bill of Rights.
C.2.USG.18	Compare the arguments expressed in the debate over ratification of the U.S. Constitution, including Federalist and Anti-Federalist Papers.
Teacher Note: Teachers may want to consider Federalist Papers such as numbers 1, 9, 10 and Anti-Federalist Papers such as Brutus #1 when teaching this standard.	

**U.S. Government
Academic Standards & Disciplinary Concepts**

Civics - Political Philosophy

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.

- Multiple outside perspectives of various sources that shaped the formation of the United States government
- Rationale of the Founding Fathers in selecting a democratic republic over other forms of government

Knowledge and Skill Performance Expectations

U.S. Government

C.3.USG.1

Examine how the writings of John Locke, John Winthrop, Charles-Louis Montesquieu, Jean-Jacques Rousseau, William Blackstone, and other sources influenced the formation of the United States government.

Other sources may include:

- Key documents (e.g., Magna Carta, English Bill of Rights, Mayflower Compact)
- Greek (e.g., Aristotle, Greek democracy)
- Roman (e.g., separation of powers, representative democracy)
- Judeo-Christian traditions

C.3.USG.2

Analyze the influence of social, economic, religious, and political factors within the American colonies, including the concept of self-government, on the formation of the American government.

C.3.USG.3

Analyze social, economic, religious, and political factors that influenced the American colonists to overthrow British monarchical rule, including acts of Parliament and King George III that disrupted the colonists' way of life and governance.

C.3.USG.4

Analyze social, economic, religious, and political factors, including the Great Awakening, which influenced the Founders to limit the powers of government.

Teacher Note: Many Founders, through teachings originating from the Great Awakening, believed human nature leaned towards greed and corruption, and therefore, placing government power in the hands of a few would lead to an erosion of personal liberties. As a result, structures should be put in place that limit and distribute government power, thereby protecting individual liberty.

C.3.USG.5

Evaluate the Declaration of Independence as a persuasive argument for justifying revolution.

C.3.USG.6

Analyze the Constitutional Convention and Federalist Papers to explain the decision by the Founders to establish a democratic republic.

Teacher Note: Specific Federalist Papers to consider would be numbers 9, 10, 39, and 51.

**U.S. Government
Academic Standards & Disciplinary Concepts**

Civics - Interpretation and Application of Constitutional Principles

C.4 Students will understand the process of making and changing laws and the ways institutions work together in carrying out the laws.

- Various interpretations of the U.S. Constitution
- Application of U.S. constitutional principles to address local and national issues

Knowledge and Skill Performance Expectations

U.S. Government

C.4.USG.1

Analyze major U.S. Supreme Court decisions affecting our understanding of the U.S. Constitution, including *Marbury vs. Madison* and *McCullah vs. Maryland*.

C.4.USG.2

Explain ways the U.S. Constitution and U.S. Supreme Court decisions have defined, recognized, and protected or not protected civil liberties, due process, and equal protection from governmental intrusion over time.

Teacher Note: Specific Supreme Court decisions may include:

- *Dred Scott vs. Sandford*
- *Plessy vs. Ferguson*
- *Korematsu vs. United States*
- *Brown vs. Board of Education*
- *Tinker vs. Des Moines*
- *Miranda vs. Arizona*
- *New Jersey vs. TLO*
- *Goss vs. Lopez*
- *Loving vs. Virginia*
- *Kennedy vs. Bremerton School District*

C.4.USG.3

Define different judicial philosophies and evaluate how they have governed Supreme Court decisions over time:

- Judicial activism
- Judicial restraint
- Originalism
- Textualism
- Contextualism
- Judicial pragmatism (i.e., “Living Constitution”)

**U.S. Government
Academic Standards & Disciplinary Concepts**

C.4.USG.4

Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups.

Teacher Note: This may include:

- 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

C.4.USG.5

Examine causes and effects of amendments to the U.S. Constitution after the Bill of Rights.

C.4.USG.6

Apply constitutional principles, such as popular sovereignty and checks and balances, to a variety of current issues using landmark rulings.

Teacher Note: This may include:

- Federalism (e.g., *South Dakota vs. Dole*, *United States vs. Lopez*, *Raich vs. Gonzalez*)
- Free speech and free exercise of religion (e.g., *Kennedy vs. Bremerton School District*)
- Regulation of student speech (e.g., *Bethel School District #43 vs. Fraser*, *Mahanoy Area School District vs. B.L.*)
- Ownership and use of firearms (e.g., *District of Columbia vs. Heller*, *McDonald vs. City of Chicago*)
- Eminent domain (e.g., *Kelo vs. City of New London*)

World Geography

Social Studies Academic Standards

Revised 2022

Course/Unit Credit: 0.5

Course Number: 474600

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 Geography Academic Standards & Disciplinary Concepts

Course Focus and Content

In Grades K-6, students develop foundational geographic knowledge and skills. In Grade 5, students hone skills and understanding of cultural and physical geography as they examine the various regions of the world. World Geography in Grades 9-12 continues to deepen geographic reasoning, knowledge, and skills as students focus on spatial relationships, places, regions, and human systems. This course emphasizes the application of geographic thinking skills to students' immediate world around them, including their local communities and cities. Students will use spatial and environmental perspectives and available geospatial technologies to analyze and interpret a variety of geographic representations, pictorial and graphic evidence, and data. This type of geographic inquiry helps students understand and appreciate their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures. This course lends itself to students examining global issues through case studies of countries and regions. Through this course students will be able to recognize and understand spatial patterns and relationships.

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.

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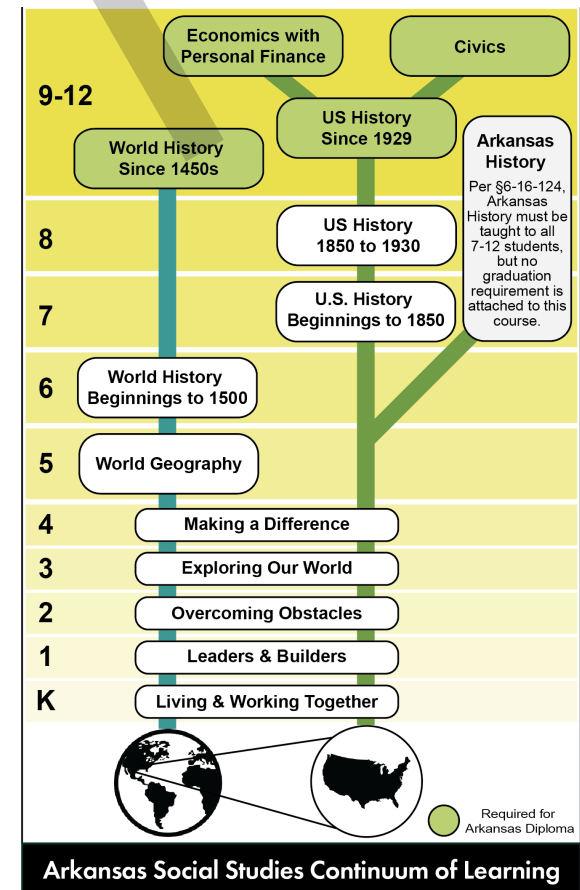


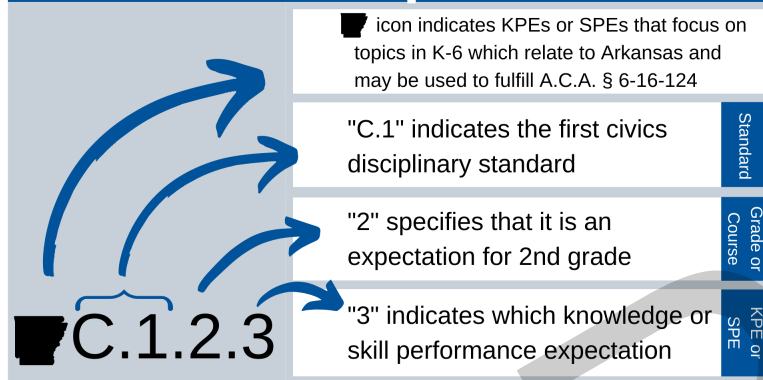
Figure 1

World Geography Academic Standards & Disciplinary Concepts

Skills and Application

Throughout the course, students will develop and apply geographic thinking skills as well as disciplinary literacy skills. Some of these skills include map reading, spatial thinking, analyzing data, comparing and contrasting, and researching. As students interact with primary and secondary sources and show their understanding in a variety of 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 issues from multiple perspectives. After this course, students will have foundational skills to use in their subsequent social studies courses. *World Geography 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.

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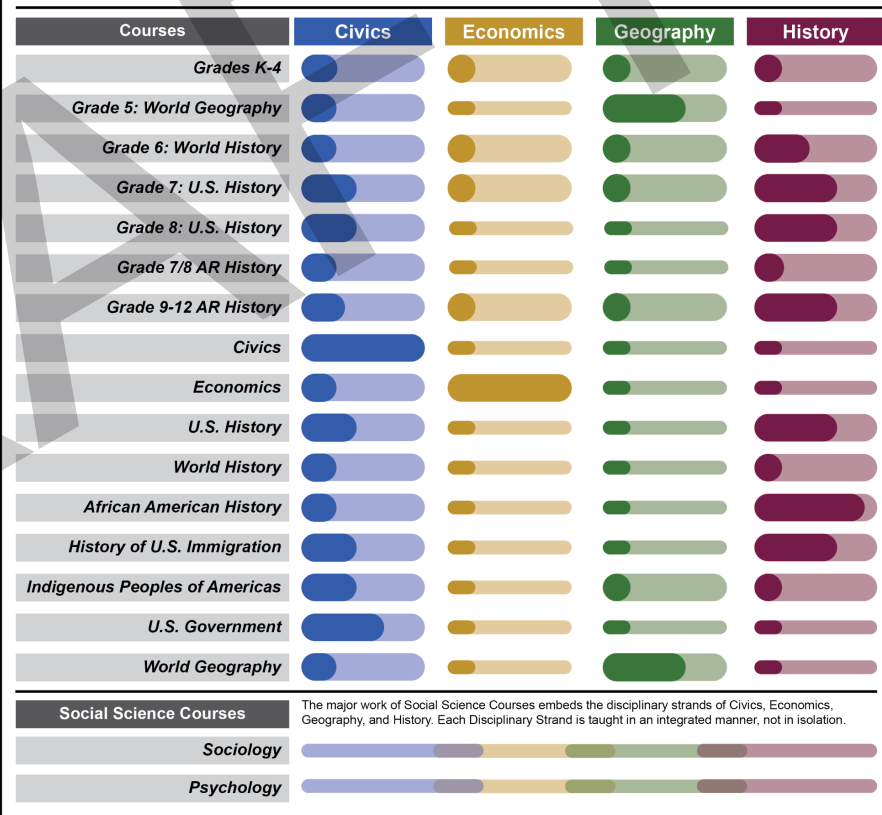


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World Geography Academic Standards & Disciplinary Concepts

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- **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"> 1. Construct compelling questions that promote inquiry around key ideas and issues 2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations 3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view 		<ol style="list-style-type: none"> 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 5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims, counterclaims, and explanations 		<ol style="list-style-type: none"> 6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies 7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others 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 	

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

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

World Geography 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>

World Geography Academic Standards & Disciplinary Concepts

Disciplinary Standards At a Glance

Disciplinary Strand	Disciplinary Standard
Disciplinary Component	<ul style="list-style-type: none"> Grade or Course Specific Components
Geography	G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future.
World in Spatial Terms	<ul style="list-style-type: none"> Spatial data to construct maps and other geographic representations using geographic tools and geospatial technologies Spatial organization of people, cultures, places, and environments on the Earth's surface
Geography	G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, the present, and plan for the future.
Places and Regions	<ul style="list-style-type: none"> Characteristics that make up a region and predict the impact physical and cultural influences will have on that region in the future
Geography	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.
Human Systems	<ul style="list-style-type: none"> Complex cultural and physical characteristics, distribution, and migration of human population and settlement on the Earth's surface Patterns and networks of economic interdependence among physical and cultural regions; future patterns based on current phenomena
Geography	G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.
Environment and Society	<ul style="list-style-type: none"> Human Impact on the Environment

World Geography Academic Standards & Disciplinary Concepts

Disciplinary Note

The major work of the World Geography 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 History strands are implicitly addressed in the embedded KPEs and SPes.

Civics	Economics	History
<ul style="list-style-type: none"> • Civic and Political Institutions • Participation and Deliberation • Processes, Rules, and Laws 	<ul style="list-style-type: none"> • Economic Decision-Making • Exchange and Markets • Growth and Stability • The National Economy • The Global Economy 	<ul style="list-style-type: none"> • Change, Continuity, and Context • Perspectives • Historical Sources and Evidence • Causation and Argumentation

Geography - World in Spatial Terms

G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, the present, and plan for the future.

- Spatial data to construct maps and other geographic representations using geographic tools and geospatial technologies
- Spatial organization of people, cultures, places, and environments on the Earth's surface

Knowledge and Skill Performance Expectations

World Geography

G.2.WG.1

Investigate political, cultural, and economic relationships between places and regions using geographic representations and geospatial technologies.

G.2.WG.2

Solve geographic problems created by physical characteristics of places and regions using multiple geographic representations and geospatial technologies.

G.2.WG.3

Analyze various forms of maps that illustrate multiple points of view.

G.2.WG.4

Create geographic representations to illustrate demographic information using data collected from a variety of sources.

G.2.WG.5

Analyze the spatial organization of people, places, and environments using location, distance, direction, scale, movement, region, and density.

G.2.WG.6

**World Geography
Academic Standards & Disciplinary Concepts**

Research the impact of interdependence and accessibility among people, places, and environments.

G.2.WG.7

Use spatial data to answer student-generated questions about the relationships between spatial organization of people and places, people and environment, and places and environments.

Geography - Places and Regions

G.2 Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions and geographic skills to interpret the past, the present, and plan for the future.

• **Characteristics that make up a region and predict the impact physical and cultural influences will have on that region in the future**

Knowledge and Skill Performance Expectations

World Geography

G.2.WG.8

Analyze the impact of physical characteristics and human influences on the creation of various regions by examining spatial patterns, geographic representations, and available geospatial technologies.

G.2.WG.9

Compare the changes over time on the boundaries and characteristics of regions caused by various factors using geographic representations and data (e.g., climate, technology, migration, conflict, government).

G.2.WG.10

Analyze the impact of cultural and social factors on individuals' varying perceptions of places and regions created by physical characteristics and human influences.

G.2.WG.11

Use the physical and cultural characteristics of regions to justify the creation of a new region based on current trends and data.

World Geography Academic Standards & Disciplinary Concepts

Geography - Human Systems	
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.	
<ul style="list-style-type: none"> • Complex cultural and physical characteristics, distribution, and migration of human population and settlement on the Earth's surface • Patterns and networks of economic interdependence among physical and cultural regions; future patterns based on current phenomena 	
Knowledge and Skill Performance Expectations	
World Geography	
G.3.WG.1	Use demographic data to characterize the populations of various places and reasons for the changes over time (e.g., birth rates, death rates, gender, Holocaust, age, race, ethnicity).
G.3.WG.2	Analyze the effects of various influences on population distribution and migration on society (e.g., history, migration, physical environment, economy, politics, technology, climate, land use, resources).
G.3.WG.3	Analyze various push-and pull factors that lead to migration and changes in these factors over time.
G.3.WG.4	Analyze a variety of factors that create cultural regions and affect spatial patterns and movements of various cultures (e.g., attitudes, beliefs, languages, ethnicity, gender).
G.3.WG.5	Examine varying attitudes among different cultures toward the uses of natural and human resources.
G.3.WG.6	Evaluate societal changes resulting from cultural diffusion and cultural convergence.
G.3.WG.7	Analyze changes in the environment and cultural characteristics of a place or region that influence spatial patterns of trade and land use over time.
G.3.WG.8	Evaluate the benefits of various locations in terms of natural, human, and capital resources.
G.3.WG.9	

**World Geography
Academic Standards & Disciplinary Concepts**

Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

G.3.WG.10

Examine the diffusion of a phenomenon and its impact on various regions of contact (e.g., spread of infectious disease, invasive plants, invasive animals).

Geography - Environment and Society

G.4 Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.

• Human Impact on the Environment

Knowledge and Skill Performance Expectations

World Geography

G.4.WG.1

Analyze effects of changes made by humans on the physical environment (e.g., industrialization, agricultural, rural land use, urban land use, mining, forestry).

G.4.WG.2

Analyze ways people have used technology to adapt to and modify the physical environment.

G.4.WG.3

Research consequences of human-made and natural catastrophes on global trade, politics, and human migration using a variety of primary and secondary sources.