

**Main Criteria:** Arkansas Curriculum Frameworks

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Arkansas Curriculum Frameworks**

**Science**

**Grade: 5 - Adopted: 2017**

Does not include:

- Canada
- Ancient China
- Northeast Region
- Midwest Region
- Sahara Desert
- Southwest Region
- Western Region

STRAND / TOPIC	AR.SC.1.	Earth's Systems
CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.  <u>Social Studies Online</u> National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades
PERFORMANCE EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.  <u>Social Studies Online</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks - WA, OR, ID, MT, CO The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STRAND / TOPIC	AR.SC.4.	Matter and Energy in Organisms and Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	5-PS3-1.	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.  <u>Social Studies Online</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	5-LS2-1.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.  <u>Social Studies Online</u>

		Galapagos Islands Galapagos Islands - Espagnol La Selva Amazonica - Pte 1 (En Espagnol) The Amazon Rainforest The Amazon Rainforest - Part 1 - Older Grades The Amazon Rainforest - Part 2 - Older Grades The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
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## Arkansas Curriculum Frameworks

### Social Studies

Grade: 5 - Adopted: 2014

<b>STRAND / TOPIC</b>	<b>AR.SS.C.</b>	<b>Civics/Government: Era 1-Beginnings to Era 3-1820s</b>
<b>CONTENT STANDARD</b>	<b>C.1.5.</b>	<b>Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Structure and Function</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>C.1.5.2.</b>	Examine the three branches of federal and state government including checks and balances and separation of powers (D2.Civ.1, 4.3-5).  <a href="#">Social Studies Online</a> Washington, DC - Grades K - 5
<b>STRAND / TOPIC</b>	<b>AR.SS.E.</b>	<b>Economics: Era 1-Beginnings to Era 3-1820s</b>
<b>CONTENT STANDARD</b>	<b>E.4.5.</b>	<b>Economic Decision Making - Students will analyze economic decision making.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Scarcity</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>E.4.5.1.</b>	Explain ways trade-offs have allowed societies to get the most out of scarce resources (D2.Eco.1.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
<b>STRAND / TOPIC</b>	<b>AR.SS.E.</b>	<b>Economics: Era 1-Beginnings to Era 3-1820s</b>
<b>CONTENT STANDARD</b>	<b>E.4.5.</b>	<b>Economic Decision Making - Students will analyze economic decision making.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Costs and Benefits</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>E.4.5.2.</b>	Analyze historical developments in pre-colonial America through the Revolutionary period using models of economic decision making (e.g., exploration, colonization, taxation, the American Revolution, the new nation) (D2.Eco.1.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
<b>STRAND / TOPIC</b>	<b>AR.SS.E.</b>	<b>Economics: Era 1-Beginnings to Era 3-1820s</b>
<b>CONTENT STANDARD</b>	<b>E.5.5.</b>	<b>Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.</b>
<b>PERFORMANCE EXPECTATION</b>		<b>Human Resources</b>
<b>BENCHMARK / PROFICIENCY</b>	<b>E.5.5.1.</b>	Examine ways a diverse labor force affected economies in early America (D2.Eco.6.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
<b>STRAND / TOPIC</b>	<b>AR.SS.E.</b>	<b>Economics: Era 1-Beginnings to Era 3-1820s</b>

CONTENT STANDARD	E.5.5.	Exchange and Markets - Students will analyze the exchange of goods and services and the role of producers, consumers, and government in the market place.
PERFORMANCE EXPECTATION		Production and Consumption
BENCHMARK / PROFICIENCY	E.5.5.2.	Examine ways human, natural, and capital resources were organized to produce and deliver goods and services in pre-colonial America through the Revolutionary period (e.g., trade companies, joint stock companies, entrepreneurs, merchants) (D2.Eco.3.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	AR.SS.E.	Economics: Era 1-Beginnings to Era 3-1820s
CONTENT STANDARD	E.6.5.	Growth and Stability - Students will evaluate economic growth and stability.
PERFORMANCE EXPECTATION		Money
BENCHMARK / PROFICIENCY	E.6.5.1.	Analyze the forms and purposes of currency in early America through the Revolutionary period (D2.Eco.5.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	AR.SS.E.	Economics: Era 1-Beginnings to Era 3-1820s
CONTENT STANDARD	E.6.5.	Growth and Stability - Students will evaluate economic growth and stability.
PERFORMANCE EXPECTATION		Economic Factors
BENCHMARK / PROFICIENCY	E.6.5.4.	Discuss effects of unemployment, inflation, and price stability on the economy of the United States through the Revolutionary period (D2.Eco.11.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	AR.SS.G.	Geography: Era 1-Beginnings to Era 3-1820s
CONTENT STANDARD	G.8.5.	Geographic Representations - Students will use geographic representations and skills to become geographically-informed citizens.
PERFORMANCE EXPECTATION		Spatial Views of the World
BENCHMARK / PROFICIENCY	G.8.5.1.	Describe locations of societies and their cultural and environmental characteristics within the early Americas through the 1820s using geographic representations of different scales (D2.Geo.1, 2.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	AR.SS.G.	Geography: Era 1-Beginnings to Era 3-1820s
CONTENT STANDARD	G.10.5.	Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.
PERFORMANCE EXPECTATION		Resources and Movement
BENCHMARK / PROFICIENCY	G. 10.5.3.	Examine reasons for population shifts in early America and the effects on various regions (D2.Geo.7.3-5).  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	AR.SS.H.	History: Era 1-Beginnings to Era 3-1820s
CONTENT STANDARD	H.12.5.	United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways

		people view, construct, and interpret the history of the United States.
PERFORMANCE EXPECTATION		Era 2: Colonization and Settlement 1585-1763
BENCHMARK / PROFICIENCY	H.12.5.5.	<p>Compare the social, economic, political, and geographic development of the New England, middle, and southern colonies from multiple perspectives using a variety of sources (e.g., Native Americans, Africans, colonists, indentured servants, colonial leaders, Europeans, farmers, merchants) (D2.Civ.2, 4, 8, 12.3-5; D2.Eco.1, 2, 3, 5.3-5; D2.Geo.1, 4, 6, 7, 8.3-5; D2.His.1, 4, 5, 10, 14.3-5).</p> <p><u><a href="#">Social Studies Online</a></u> Grade 4 - Southeast Region of the U.S.</p>
BENCHMARK / PROFICIENCY	H.12.5.6.	<p>Evaluate the economic and cultural effects of indentured servitude and slavery in the New England, middle, and southern colonies from multiple perspectives (D2.Eco.1, 2, 3.3-5; D2.His.4.3-5).</p> <p><u><a href="#">Social Studies Online</a></u> Grade 4 - Southeast Region of the U.S.</p>
BENCHMARK / PROFICIENCY	H.12.5.7.	<p>Research the development of the colonies by generating compelling and supporting questions to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?) (D2.His.3. 3-5; D1.2.3-5).</p> <p><u><a href="#">Social Studies Online</a></u> Grade 4 - Southeast Region of the U.S.</p>