

State	Website	State Standard #	Virtual History- Settling America Concept	Sections
Arkansas	http://arkedu.state.ar.us/curriculum/benchmarks.html#Social	Social Studies Curriculum Frameworks	Geography <ul style="list-style-type: none"> • Geography of the Atlantic world, including the Americas and England • Preparations for and challenges of a transatlantic voyage 	STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS) PPE.1.2. Demonstrate an understanding that one’s identity is connected to ideas and traditions from the past and from other cultures. PPE.1.6. Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives.
			Economics <ul style="list-style-type: none"> • Challenges to surviving the early years of a new colony • Colonial agriculture, hunting and fishing • Cash crops • Fur trade • Trade with 	STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS) PPE.1.1. Explore and predict the effects of human interactions with their environments and with technology.

			<p>Europe</p>	<p>STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION CONTENT STANDARD 1: Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS) PDC.1.1. Describe the various institutions at local, state, and national levels that constitute economic systems, such as households, business firms, banks, government agencies, labor unions, and corporations. PDC.1.2. Explore and explain how changes in areas such as technology, transportation, and communication affect economic activity. PDC.1.3. Analyze how individuals, governments, and societies deal with scarcity. PDC.1.4. Analyze the roles of choice and opportunity cost in decision making. PDC.1.5. Demonstrate understanding of scarcity and choice by using appropriate methods, research techniques, and tools, such as field studies, simulations, interactive technologies, charts, maps, graphs, statistics, and primary sources. PDC.1.6. Demonstrate how limited resources necessitate decision-making. PDC.1.7. Analyze how disparities in power and economic status lead to conflict.</p>
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			<p>Culture</p> <ul style="list-style-type: none"> • Style and materials for dress and housing of European settler • Law, justice and punishment • Raids, militias and defense 	<p>STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 1: Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS) PPE.1.2. Demonstrate an understanding that one’s identity is connected to ideas and traditions from the past and from other cultures. PPE.1.3. Compare commonalities and differences in the ways groups, societies, and cultures meet human needs and concerns. PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values, and behavior contribute to the development, transmission, and diffusion of cultures and ideas. PPE.1.7. Illustrate the relationship between tolerance and cooperation. PPE.1.8. Demonstrate an awareness of cultural perspectives.</p> <p>STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 2: Students will demonstrate an understanding of the commonalities and differences of various systems of government. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)</p>
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			<p>Indian Culture and Diplomacy</p> <ul style="list-style-type: none"> • Style and materials for dress and housing • Contributions to European survival • Trade, including fur, seeds, guns, and metal goods • Treaties and conflict 	<p>STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS</p> <p>CONTENT STANDARD 1:</p> <p>Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.</p> <p>GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)</p> <p>PPE.1.1. Explore and predict the effects of human interactions with their environments and with technology.</p> <p>PPE.1.2. Demonstrate an understanding that one's identity is connected to ideas and traditions from the past and from other cultures.</p> <p>PPE.1.3. Compare commonalities and differences in the ways groups, societies, and cultures meet human needs and concerns..</p> <p>PPE.1.6. Use appropriate methods and tools, such as field studies, simulations, interactive technologies, maps, globes, literature and primary sources, to compare cultural perspectives.</p> <p>PPE.1.7. Illustrate the relationship between tolerance and cooperation.</p> <p>PPE.1.8. Demonstrate an awareness of cultural perspectives.</p>

				<p>STRAND 4: POWER, AUTHORITY, AND GOVERNANCE</p> <p>CONTENT STANDARD 2: Students will demonstrate an understanding of the commonalities and differences of various systems of government.</p> <p>GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)</p> <p>PAG.2.2. Analyze conflict and methods of conflict resolution by using such activities as simulations and role play.</p>
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