

OKLAHOMA ACADEMIC STANDARDS

SOCIAL STUDIES



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —



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Introduction

The Oklahoma Academic Standards for Social Studies is the result of the contributions of hundreds of social studies educators, representatives of higher education, tribal representatives, and community members. This document reflects a balanced synthesis of the work of all members of the Oklahoma Academic Standards for Social Studies Writing and Draft Committees.

The standards specify what students should know and be able to do as learners of social studies at the end of each grade level or social studies course. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course.

The Oklahoma Academic Standards for Social Studies were informed by the National Council of the Social Studies (NCSS) Skills Framework, the Center for Civic Education Civics Standards, the National Council for Geographic Education (NCGE) Geography for Life Standards, the Council for Economic Education Voluntary National Content Standards in Economics, the National Council for History Education (NCHE) Habits of Mind, the National Center for History in the Schools Standards for Historical Thinking, the Oklahoma Academic Standards for English Language Arts and Social Studies, and other states' standards documents.

Standards Overview

Having a literate citizenry rests on a commitment to democratic values and the practice of them. It requires the ability to use knowledge about one's community, nation and world, apply inquiry processes, and employ skills of data collection and analysis, collaboration, decision-making; and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving the democratic way of life. This will also enable our students to become participating members of a global community. A well-rounded, vigorous social studies education encourages and enables each student to acquire a core of basic knowledge, an arsenal of useful skills, and a way of thinking drawn from many academic disciplines. Thus equipped, students are prepared to become informed, contributing, and participating citizens in this democratic republic – the United States of America.

The standards are comprised of two primary components, content standards and social studies practices. The content standards designate specific learning targets at each grade level or course. These content standards are derived from the major disciplines of the social sciences: history, geography, civics and economics. The social studies practices define basic skills and disciplinary tools to prepare students for college, career, and civic life. These practices are meant to be integrated with the instruction of content standards.



Social Studies Content Strands Overview

Social Studies is a systematic and coordinated discipline designed to promote civic competence by drawing upon four content strands: history, geography, civics, and economics. These strands draw from all fields of study related to the social sciences to provide a framework used in the development of the content standards for social studies. They are to be threaded through an integrated program, from grades pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

Strand 1: History

History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values, and resolved their problems. A balanced study of history helps students understand the how and why of the challenges and successes of past societies. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of their alternatives and likely consequences.

Strand 2: Geography

Geography has more to do with asking questions and solving problems than with rote memorization of isolated facts. It is the study of the earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. As a discipline, geography provides the skills to help students answer questions about where things are, how they got there, and how they interact with other things - in the past, now, and in the future.

Strand 3: Civics

Civics is defined to mean the study of the rights and duties of Oklahoma and United States citizens and of how their governments work. This strand helps students understand the essential principles and workings of their political system and that of others, as well as the relationship of American politics and government to world affairs. The goal of civics is to develop literate, informed, competent, and responsible citizens who are politically aware, active, and committed to the fundamental values and principles of American constitutional democracy.

Strand 4: Economics

Economics provides students with an understanding of how individuals, communities, states, and nations allocate both scarce and abundant resources. A clear understanding of economics enables students to comprehend the various competing economic philosophies, ideas, and forces that affect them every day, measure the effectiveness of each, and identify and evaluate the consequences of personal decisions and public policies. Students then will understand how a market economy effectively functions preparing them to be producers, consumers, and citizens.



Social Studies Practices Overview

The Social Studies Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards. The five practices are defined broadly below and are further delineated on pg. 6. The social studies practices are designed to support student mastery of the content through a progression of skills PK-12.

Engage in Democratic Processes

Understanding civic virtues and the role of civic institutions. Students will gain knowledge of the history, principles, and foundations of American democracy to participate in civic and democratic processes. Students will identify the institutions of American government to analyze their role as responsible citizens.

Analyze and Address Authentic Civic Issues

Understanding the importance of critical questioning to solve real world problems. Students will develop essential questions to frame independent inquiry related to the past and present. Students will identify and address public problems individually and collaboratively to improve communities and society.

Acquire, Apply, and Evaluate Evidence

Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.

Read Critically and Interpret Information Sources

Understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion.

Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.



Social Studies Practices PK-12

The Social Studies Practices describe the experience all students should have as they explore and reason about social studies content PK-12. Additional guidance for what the Social Studies Practices look like across grade levels is provided in **Appendix A: Social Studies Practices PK-12 Progression**.

1. **Engage in Democratic Processes** - Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.
 - 1.A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.
 - 1.B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.
 - 1.C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.
2. **Analyze and Address Authentic Civic Issues** - Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues.
 - 2.A. Students will demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues.
 - 2.B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation, and other sources.
3. **Acquire, Apply, and Evaluate Evidence** - Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.
 - 3.A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.
 - 3.B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.
 - 3.C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.
4. **Read Critically and Interpret Informational Sources** - Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
 - 4.A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
 - 4.B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.
5. **Engage in Evidence-Based Writing** - Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
 - 5.A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.
 - 5.B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.



Reading the Oklahoma Academic Standards for Social Studies

Practices 



Oklahoma Academic Standards for Social Studies 2nd Grade (2)



Grade or Course

Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
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2nd Grade Content Standards

2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.

Standards 

2.2 The student will describe the physical and human characteristics of their environment.

2.1.1 Describe the Constitution of the United States as the structure for our national government.

2.1.2 Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.

2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.

2.1.4 Identify the basic roles of national leaders including the President of the United States, the members of the United States Congress, and the justices of the Supreme Court.

2.1.5 Explain how all people can play an important role in their community.



Objectives

2.2.1 Construct basic maps using cardinal directions and map symbols.

2.2.2 Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.

2.2.3 Use political maps to locate the state of Oklahoma and the six bordering states.

2.2.4 Identify and locate basic landforms, bodies of water, continents, and oceans on a map.

2.2.5 Describe how communities modify the environment to meet their needs.

2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Pre-Kindergarten Content Standards				
<p>PK.1 The student will exhibit traits of good citizenship.</p>	<p>PK.1.1 Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.</p>			
	<p>PK.1.2 Explain the need to respect the uniqueness of individuals in our class and community.</p>			
	<p>PK.1.3 Describe the concept of being a citizen.</p>			
	<p>PK.1.4 Identify the United States Flag as a symbol of the country.</p>			
<p>PK.2 The student will demonstrate knowledge of basic physical and human geographic concepts.</p>	<p>PK.2.1 Explain that a map is a drawing of a place.</p>			
	<p>PK.2.2 Use basic directional terms in relation to the student’s relative location.</p>			
	<p>PK.2.3 Describe a classroom as a community.</p>			
	<p>PK.2.4 Identify family customs and traditions as basic elements of culture.</p>			
<p>PK.3 The student will understand that history relates to events and people of other times and places.</p>	<p>PK.3.1 Explain history as things that happened in the past.</p>			
	<p>PK.3.2 Describe how we honor people and events of the past.</p>			
	<p>PK.3.3 Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.</p>			
	<p>PK.3.4 Explain that lessons can be learned from the past.</p>			
<p>PK.4 The student will identify basic economic concepts.</p>	<p>PK.4.1 Identify basic needs all people share.</p>			
	<p>PK.4.2 Explain that people work to earn money to buy things they need and want.</p>			
	<p>PK.4.3 Explain how resources are used by people to meet their needs.</p>			
	<p>PK.4.4 Describe how various school personnel provide needed services.</p>			



Oklahoma Academic Standards for Social Studies Kindergarten (K)

Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Kindergarten Content Standards				
K.1 The student will exhibit traits of good citizenship.	K.1.1 Describe the importance of rules, personal responsibilities, and natural consequences as a member of a family, class, and school.			
	K.1.2 Identify ways to be an active member of the community.			
	K.1.3 Identify the United States Flag as a symbol of the country, explaining the stripes as symbols for the first states and the stars as symbols for the current states in our country.			
	K.1.4 Identify the purpose of the Pledge of Allegiance and explain appropriate flag etiquette.			
	K.1.5 Identify other important United States symbols including the Statue of Liberty located in New York Harbor.			
K.2 The student will demonstrate knowledge of basic physical and human geographic concepts.	K.2.1 Explain that a globe is a model of the Earth and that a map is a drawing of a place; construct basic maps.			
	K.2.2 Identify basic cardinal directions and relative location terms.			
	K.2.3 Identify the shape of the state of Oklahoma on a map.			
	K.2.4 Explain that the school is part of a larger community and one's community is within the state of Oklahoma.			
	K.2.5 Describe what makes one's community alike or different than other communities.			
	K.2.6 Describe family and community customs and traditions as basic elements of culture.			



Oklahoma Academic Standards for Social Studies Kindergarten (K)

K.3 The student will understand that history relates to events and people of other times and places.	K.3.1 Explain how events of the past may have affected our community and the way we live today.
	K.3.2 Explain how we honor people and events of the past.
	K.3.3 Use words and phrases related to chronology and time to explain how things change including before/after and yesterday/today/tomorrow.
	K.3.4 Explain that different types of sources can be used to learn about the past.
K.4 The student will identify basic economic concepts.	K.4.1 Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.
	K.4.2 Explain the relationship between work and earning money.
	K.4.3 Identify ways that people use their money, including spending and saving.
	K.4.4 Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student's life.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
1st Grade Content Standards				
<p>1.1 The student will analyze their role as a citizen in a community.</p>	<p>1.1.1 Describe the need for written laws and the main purpose of government, including the concept of consequences for one’s actions when a law or rule is violated.</p>			
	<p>1.1.2 Describe how citizens within communities work together to accomplish common tasks and fulfill roles of authority.</p>			
	<p>1.1.3 Explain patriotic traditions including <i>The Pledge of Allegiance</i>, describe appropriate flag etiquette and proper behavior during the playing of <i>The Star-Spangled Banner</i>.</p>			
	<p>1.1.4 Identify important symbols of the United States including the Bald Eagle and the Liberty Bell, and explain their meanings.</p>			
<p>1.2 The student will demonstrate knowledge of basic geographic concepts.</p>	<p>1.2.1 Describe the difference between physical and political maps; construct basic maps of specific places.</p>			
	<p>1.2.2 Identify cardinal directions and use them to identify specific locations on a map.</p>			
	<p>1.2.3 Identify the difference between continents and oceans.</p>			
	<p>1.2.4 Compare the features of urban and rural communities.</p>			
	<p>1.2.5 Describe community customs and traditions as basic elements of culture.</p>			
<p>1.3 The student will examine important events and historical figures in the nation’s past.</p>	<p>1.3.1 Explain why people may see events from different points of view.</p>			
	<p>1.3.2 Describe the contributions of people and groups who have shaped our history and ways we commemorate important places and events of the past.</p>			
	<p>1.3.3 Read and construct basic timelines to understand the chronology of events in history.</p>			
	<p>1.3.4 Identify primary sources and how they help us to learn about the past.</p>			



Oklahoma Academic Standards for Social Studies 1st Grade (1)

1.4 The student will describe the characteristics of the American economic system.	1.4.1 Explain the costs and benefits of spending and saving in order to meet needs and wants.
	1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.
	1.4.3 Identify and explain the roles of consumers and producers in the American economy.
	1.4.4 Describe the role of banks in the community.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
2nd Grade Content Standards				
2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.	2.1.1 Describe the Constitution of the United States as the structure for our national government.			
	2.1.2 Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.			
	2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.			
	2.1.4 Identify the basic roles of national leaders including the President of the United States , the members of the United States Congress, and the justices of the Supreme Court.			
	2.1.5 Explain how all people can play an important role in their community.			
2.2 The student will describe the physical and human characteristics of their environment.	2.2.1 Construct basic maps using cardinal directions and map symbols.			
	2.2.2 Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.			
	2.2.3 Use political maps to locate the state of Oklahoma and the six bordering states.			
	2.2.4 Identify and locate basic landforms, bodies of water, continents, and oceans on a map.			
	2.2.5 Describe how communities modify the environment to meet their needs.			
	2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.			



2.3 The student will examine the lives of notable Americans who expanded peoples' rights and freedoms through our history.	2.3.1 Analyze the contributions of people and groups who have shaped our history and who are honored by holidays and commemorative months.
	2.3.2 Compare perspectives of people in the past to people in the present.
	2.3.3 Compare different accounts of the same historical event using primary and secondary sources.
	2.3.4 Explain possible reasons for events in the past.
2.4 The student will understand basic economic concepts in the American economy.	2.4.1 Explain the importance of supply and demand in the consumer and producer relationship.
	2.4.2 Explain how barter and trade can lead to interdependence among communities.
	2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.
	2.4.4 Describe how setting goals and creating a budget helps people pay for things they need and want.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
3rd Grade Content Standards				
3.1 The student will analyze the traits of good citizens.	3.1.1 Examine and determine the main purposes of Oklahoma’s state government and identify elected leaders of the state of Oklahoma and the three branches of government.			
	3.1.2 Explain that tribal governments in Oklahoma have a right to self-government known as sovereignty.			
	3.1.3 Describe the historical significance of the symbols of Oklahoma including the Oklahoma State Seal and the Oklahoma Flag; explain how the name of Oklahoma is derived from the Choctaw language.			
	3.1.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.			
	3.1.5 Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.			
3.2 The student will examine Oklahoma’s geography and how people of Oklahoma interact with their environment.	3.2.1 Examine Oklahoma’s political and physical features. A. Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps. B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators. C. Identify Oklahoma’s major landforms and bodies of water on a physical map. D. Identify Oklahoma’s major metropolitan centers and cities on a political map. E. Describe the climate and various natural vegetation zones found in Oklahoma. F. Identify the six states bordering Oklahoma on a map.			



Oklahoma Academic Standards for Social Studies 3rd Grade (3)

	<p>3.2.2 Examine the interaction of the environment and the peoples of Oklahoma.</p> <ul style="list-style-type: none">A. Describe how early American Indians used Oklahoma’s natural resources, such as bison hunting, fur trading, and farming.B. Describe how pioneers to Oklahoma adapted to and modified their environment, such as sod houses, windmills, and crops.C. Summarize how the weather and the environment have impacted the economy of Oklahoma in events such as the Dust Bowl, floods, and tornadoes.D. Summarize how Oklahomans affect and change their environments such as the construction of the McClellan-Kerr Arkansas River Navigation System, creation of recreational lakes by the building of dams, irrigation of croplands, and the establishment of wildlife refuges.
	<p>3.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.</p>
<p>3.3 The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.</p>	<p>3.3.1 Understand and describe the relationship between historic events and chronology through the creation of basic timelines.</p>
	<p>3.3.2 Read and interpret primary sources related to key events in Oklahoma’s past.</p>
	<p>3.3.3 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma, such as the Spiro Mound Builders.</p>
	<p>3.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.</p>
	<p>3.3.5 Describe early expeditions into Oklahoma such as those of Coronado, Washington Irving, and George Catlin.</p>
	<p>3.3.6 Describe the migrations, settlements, relocations and forced removals of American Indians.</p>
	<p>3.3.7 Describe cowboy life and cattle drives as typified by experiences along such routes as the Chisholm Trail and the impact of Mexican ranching traditions on the cattle industry and cowboy culture.</p>
	<p>3.3.8 Distinguish between the points of view of both American Indians and settlers regarding the opening of territories in Oklahoma for settlement.</p>
	<p>3.3.9 Commemorate Statehood Day, November 16, as the joining of Indian and Oklahoma Territories.</p>



Oklahoma Academic Standards for Social Studies 3rd Grade (3)

	3.3.10 Describe the contributions of Oklahoma’s military personnel, including the Buffalo Soldiers, the code talkers, and the 45 th Infantry.
	3.3.11 Explain how Oklahomans come together to help one another during difficult times, such as recovering from the bombing of the Oklahoma City Murrah Building, exhibiting what has become the “Oklahoma Standard”.
	3.3.12 Examine notable historic and present-day Oklahomans utilizing biographies and information texts such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper, and Maria Tallchief.
3.4 The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.	3.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.
	3.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.
	3.4.3 Examine how the development of Oklahoma’s major economic activities have contributed to the growth of the state, including, mining and energy industry, agriculture, aviation, tourism, tribal enterprises, and military installations.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
4th Grade Content Standards				
4.1 The student will describe the features of self-government and the role of citizens of the United States.	4.1.1 Describe the concepts of democracy and representative government, including the rule of law, equality, the common good, and individual rights. A. Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, civic participation, and public service. B. Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society.			
	4.1.2 Compare powers exercised by the local, state, and national levels of governments, recognizing tribal sovereignty as a tribal nation's inherent right to self-govern.			
	4.1.3 Summarize the role of citizens as responsible stewards of natural resources and the environment. A. Describe the benefits of participation in recycling and anti-littering activities. B. Identify present-day examples to conserve natural resources and the development of alternative, sustainable energy sources.			
4.2 The student will examine the physical geography and environments of the United States.	4.2.1 Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective. A. Use and describe various elements of maps, including keys/legends, scale, cardinal, and intermediate directions. B. Interpret aerial photographs, satellite images and thematic maps to locate and identify physical and human features of the United States and North America. C. Use latitude and longitude to identify the location of physical and human features of the United States.			
	4.2.2 Identify major physical features in the United States and analyze how physical processes shape places. A. Identify and describe the physical characteristics of places, including the major landforms, bodies of water, vegetation and climates in the United States. B. Describe the location and characteristics of the major ecosystems in the United States.			



	<p>4.2.3 Explain how people create regions using common geographic characteristics.</p> <ul style="list-style-type: none">A. Identify and describe the major physical, cultural, and economic regions of the United States, comparing one’s own region to the other regions.B. Explain how and why regions change over time by comparing regions in the past with life in the same regions in the present. <p>4.2.4 Describe how physical processes of the Earth’s surface impact humans and their environment.</p> <ul style="list-style-type: none">A. Identify and describe the different climates in the United States using maps, globes, and graphs.B. Explain how climate and natural processes including floods, wind, and storms impact how we live. <p>4.2.5 Identify and locate on a political map the fifty states and the United States capital.</p>
<p>4.3 The student will analyze the human characteristics of the United States and how geography impacts historic events.</p>	<p>4.3.1 Identify and describe early settlement patterns of regions in the United States.</p> <ul style="list-style-type: none">A. Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements.B. Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.C. Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region.D. Identify push and pull factors of human migration.E. Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory, and the sudden and significant decline of indigenous peoples. <p>4.3.2 Examine the characteristics of culture, including the distribution and complexity of the regions of the United States.</p> <ul style="list-style-type: none">A. Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.B. Explain how the characteristics of culture affect the ways in which people live.
<p>4.4 The student will identify basic economic activities of the United States.</p>	<p>4.4.1 Analyze how humans adapt to and modify their environments in order to survive and grow.</p> <ul style="list-style-type: none">A. Explain how humans depend upon the physical environment for food, shelter, and economic activities.B. Distinguish between renewable and nonrenewable resources.C. Explain how physical environments can provide both opportunities and limitations for human activity.



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| | <p>4.4.2 Describe the patterns and networks of economic interdependence among regions of the United States.</p> <ul style="list-style-type: none">A. Identify and locate on a map the major cities of the United States, including their relative location to natural resources and transportation routes.B. Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.C. Describe the relative location of natural resources, such as fossil fuels, minerals and soils, and their relationship to each region’s major economic activities, including agriculture, manufacturing, transportation, energy, and services. |
| | <p>4.4.3 Explain how economic activities can threaten the physical environment.</p> <ul style="list-style-type: none">A. Identify ways in which humans can change ecosystems, such as clearing forests, draining wetlands, and diverting waterways, by examining present-day issues related to the use of resources.B. Identify examples of changes in land use in local communities and how the physical environment can be stressed by human activities. |



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
5th Grade Content Standards				
<p>5.1 The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.</p>	<p>5.1.1 Summarize reasons for European colonization of North America and the impact on the development of the American colonies.</p>			
	<p>5.1.2 Examine the economic and political motivations for English settlements at Roanoke and Jamestown .</p>			
	<p>5.1.3 Explain the economic and political motivations of immigrants and indentured servants who came to Virginia.</p>			
	<p>5.1.4 Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times, and the export of natural resources for profit.</p>			
	<p>5.1.5 Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:</p> <ul style="list-style-type: none"> A. representative government established through the House of Burgesses B. private ownership of land C. introduction of Africans as slave labor D. arrival of women and families 			
	<p>5.1.6 Analyze the religious, economic, and political motivations of immigrants and indentured servants who migrated to Plymouth.</p>			
	<p>5.1.7 Explain the early successes and challenges of the Plymouth settlement including:</p> <ul style="list-style-type: none"> A. practice of self-government established by the Mayflower Compact B. contributions of American Indians including Chief Massasoit and Squanto C. leadership of William Bradford 			
	<p>5.1.8 Explain how American Indian agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists.</p>			
<p>5.2 The student will compare the developments of the New</p>	<p>5.2.1 Explain the contributions of important citizens and groups to the foundation of the colonies including the Puritans and Quakers, Roger Williams, Anne Hutchinson, William Penn, Lord Baltimore, and James Oglethorpe.</p>			



<p>England Colonies, the Middle Colonies, and the Southern Colonies.</p>	<p>5.2.2 Compare the economic development of the three colonial regions including:</p> <ul style="list-style-type: none">A. agriculture and exports as affected by climate and natural resourcesB. a labor system utilizing indentured servantsC. slave labor central to the growth of the economy <p>5.2.3 Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage.</p> <p>5.2.4 Analyze the forms of self-government in the three colonial regions including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings.</p> <p>5.2.5 Explain the evolving relationships between American Indians and the British colonists involving territorial claims.</p> <p>5.2.6 Explain that tribal sovereignty is a tribal nation’s inherent right to self-govern.</p> <p>5.2.7 Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children.</p> <p>5.2.8 Compare the experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture.</p>
<p>5.3 The student will examine the foundations of the American nation established during the Revolutionary Era.</p>	<p>5.3.1 Examine the causes and effects of significant events leading to armed conflict between the thirteen American colonies and Great Britain including:</p> <ul style="list-style-type: none">A. French and Indian WarB. Proclamation of 1763C. Sugar and Stamp ActsD. Townshend ActE. colonial arguments regarding taxation and rightful representation in ParliamentF. boycotts of British goods and the efforts of the Committees of CorrespondenceG. Quartering ActH. Boston MassacreI. Tea Act and The Boston Tea PartyJ. Coercive Acts (Intolerable Acts)K. British raids on Lexington and ConcordL. publication of <i>Common Sense</i>, by Thomas Paine



Oklahoma Academic Standards for Social Studies 5th Grade (5)

	<p>5.3.2 Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to:</p> <ul style="list-style-type: none">A. identify natural, unalienable rights, such as life, liberty, and the pursuit of happinessB. declare the equality of all individualsC. define the purpose of governmentD. establish the principle of self-government and consent of the governedE. explain specific colonial grievances
	<p>5.3.3 Explain the importance of the Articles of Confederation as the first American national system of government under which the colonies waged a war in order to gain independence.</p>
	<p>5.3.4 Compare the Iroquois Confederacy’s representative government to the early attempts of the colonies to unite as one nation.</p>
	<p>5.3.5 Compare the advantages and disadvantages of the British and the American colonies at the eve and during the Revolutionary War, including political and military leadership, military strength, population, resources, foreign alliances, and motivations for fighting.</p>
	<p>5.3.6 Analyze the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, experiences of Valley Forge, impact of the battles of Bunker Hill, Trenton, Saratoga, Yorktown, and the Treaty of Paris in 1783.</p>
	<p>5.3.7 Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.</p>
	<p>5.3.8 Identify the contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward the Beloved Woman of the Cherokee, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phillis Wheatley.</p>
<p>5.4 The student will examine the formation of the American</p>	<p>5.4.1 Evaluate issues and events that led to the Constitutional Convention, including a weak national government and Shays’ Rebellion.</p>



system of government following the American Revolution.	5.4.2 Identify key leaders and explain the debates and compromises of the Constitutional Convention, including: <ul style="list-style-type: none">A. Virginia and New Jersey PlansB. Great CompromiseC. Three-fifths Compromise and its maintenance of the institution of slaveryD. Father of the Constitution, James MadisonE. President of the Convention, George Washington
	5.4.3 Examine the purposes and basic responsibilities of government as described in the Preamble of the Constitution of the United States, which established the supreme law of the land.
	5.4.4 Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.
	5.4.5 Compare the viewpoints of the Federalists, led by James Madison, and Anti-Federalists, such as George Mason, over the addition of a bill of rights.
	5.4.6 Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments.
5.5 The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen.	5.5.1 Examine the key principles of government established in the Constitution of the United States including: <ul style="list-style-type: none">A. separation of powers among three branches of governmentB. the system of checks and balancesC. shared powers between the federal and state governments.
	5.5.2 Describe the roles of Congress, the President, and the Supreme Court in the legislative process.
	5.5.3 Describe the responsibilities of United States citizens including: <ul style="list-style-type: none">A. registration and voting in public electionsB. becoming informed votersC. engagement in civil discourseD. service on trial juriesE. payment of taxesF. obedience to lawsG. registration for military service



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
6th Grade Content Standards				
6.1 The student will analyze data from a geographic perspective using the skills and tools of geography.	6.1.1 Apply geographic information to support analysis from primary and secondary sources located in a variety of texts.			
	6.1.2 Describe how various map projections distort the surface of the earth; apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.			
	6.1.3 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.			
	6.1.4 Integrate visual information and develop the skill of mental mapping of the political and physical features of Earth’s surface in order to organize information about people, places, and environments.			
	6.1.5 Describe and analyze the role of geographic factors on current events and issues.			
6.2 The student will analyze the physical systems of the major regions of the Western Hemisphere.	6.2.1 Use visual information to identify and describe on a physical map the landforms, bodies of water, climate, and vegetation zones that are important to each region.			
	6.2.2 Explain how the processes and factors of latitude, elevation, Earth-Sun relationships, prevailing winds, and proximity to bodies of water influence climate.			
	6.2.3 Describe the predominant natural resources found in each region.			
	6.2.4 Describe the relationship and summarize the impact of the distribution of major renewable and nonrenewable resources on each region.			



6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.	6.3.1 Identify on a political map the major countries and population centers of each region.
	6.3.2 Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.
	6.3.3 Analyze the impact of geography on population distribution, growth, and change, applying geographic concepts of population density, the availability of resources.
	6.3.4 Describe how the push and pull factors of migration have affected settlement patterns and the human characteristics of places over time.
	6.3.5 Compare the systems of government, including representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, absolute monarchy).
	6.3.6 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.
	6.3.7 Identify and explain topics related to indigenous sovereignty.
	6.3.8 Evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a nation and region.
	6.3.9 Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.
	6.3.10 Identify the common characteristics of developed and developing countries, including the impact of education and technology; analyze data used by geographers such as literacy rate, life expectancy, per capita income, and infant mortality.



6.4 The student will analyze the interactions of humans and their environment in the Western Hemisphere.	6.4.1 Describe the commercial agriculture and industrial regions that support human development.
	6.4.2 Evaluate the effects of human modification on the natural environment through transformation caused by subsistence and commercial agriculture, industry, demand for energy, and urbanization.
	6.4.3 Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.
	6.4.4 Analyze environmental challenges of each region.
	6.4.5 Evaluate the role of ecotourism in creating environmental awareness of resources, climate, cultures, and wildlife.
	6.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment.
6.5 The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Western Hemisphere.	6.5.1 Define the concept of region and identify the major political, physical, cultural, and economic regions.
	6.5.2 Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.
	6.5.3 Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP).
	6.5.4 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.
	6.5.5 Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
7th Grade Content Standards				
<p>7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.</p>	<p>7.1.1 Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.</p>			
	<p>7.1.2 Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.</p>			
	<p>7.1.3 Explain the relationship between the continents, world oceans, and major cultural regions.</p>			
	<p>7.1.4 Integrate visual information and apply the skill of mental mapping of the political and physical features of the Earth’s surface in order to organize information about people, places, and environments.</p>			
	<p>7.1.5 Integrate visual information, draw conclusions, and make predictions from geographic data; analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.</p>			
	<p>7.1.6 Describe and analyze the role of geographic factors on current events and issues.</p>			
<p>7.2 The student will analyze the physical systems of the major regions of the Eastern Hemisphere.</p>	<p>7.2.1 Identify on a physical map the major landforms and bodies of water of each region.</p>			
	<p>7.2.2 Describe the distribution of major renewable and nonrenewable resources of each region.</p>			
	<p>7.2.3 Explain how the competition for scarce resources can cause economic and political conflict and cooperation.</p>			
<p>7.3 The student will identify the characteristics, distribution and demographic patterns of human populations and systems of the Eastern Hemisphere.</p>	<p>7.3.1 Identify on a political map the major countries and population centers of each region.</p>			
	<p>7.3.2 Compare common cultural traits, including language, ethnic heritage, social systems, and traditions.</p>			
	<p>7.3.3 Evaluate the impact of a region’s major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies; explain how religion can both unify or divide people.</p>			
	<p>7.3.4 Evaluate and summarize the impact of geography on population distribution, density, growth, change, settlement patterns, the availability of resources, and migration, including push and pull factors.</p>			
	<p>7.3.5 Describe reasons for and analyze from multiple perspectives the challenges and benefits of migration on inigenous and immigrant populations.</p>			



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	<p>7.3.6 Describe the distribution of resources and evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a country or region.</p>
	<p>7.3.7 Compare the structures of representative governments and authoritarian systems.</p>
	<p>7.3.8 Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.</p>
	<p>7.3.9 Identify and explain the advantages and disadvantages of traditional, market, and command economic systems.</p>
	<p>7.3.10 Explain the role of government policies in utilizing wealth from natural resources to finance development.</p>
	<p>7.3.11 Assess the influence of economic development and distribution of wealth on society.</p>
	<p>7.3.12 Distinguish between developed and developing regions using the Human Development Index; analyze data used by geographers, including literacy rate, life expectancy, infant mortality, and per capita income.</p>
<p>7.4 The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.</p>	<p>7.4.1 Analyze the impact of climate events, weather patterns and natural disasters on human populations and the environment, resulting in forced migrations, scarcity of consumer goods, economic activities, and loss of life.</p>
	<p>7.4.2 Explain how climate change is affecting environments and human populations.</p>
	<p>7.4.3 Explain the differences among subsistence, cash crop and commercial agriculture, including the impact on economic development.</p>
	<p>7.4.4 Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.</p>
	<p>7.4.5 Summarize the role of ecotourism in creating environmental awareness of resources, climate, cultures and wildlife.</p>
	<p>7.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment.</p>
<p>7.5 The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's</p>	<p>7.5.1 Define the concept of region and explain how and why regions change over time through physical and human processes which operate to modify the Earth's surface.</p>
	<p>7.5.2 Describe how cultural diffusion, both voluntary and forced, impacts society.</p>
	<p>7.5.3 Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.</p>



Oklahoma Academic Standards for Social Studies 7th Grade (7)

perceptions of the Eastern Hemisphere.	7.5.4 Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade, supply and demand; compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP).
	7.5.5 Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.
	7.5.6 Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.
	7.5.7 Describe how political, economic, and cultural forces challenge contemporary political arrangements leading to the devolution of states (civil wars, terrorism, genocide, and ethnic separatism).



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
8th Grade Content Standards				
8.1 The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution	8.1.1 Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies.			
	8.1.2 Summarize the political and economic consequences of the French and Indian War including imperial policies of taxation, the Proclamation of 1763, and the migration of colonists into American Indian sovereign territories.			
	8.1.3 Summarize British attempts to regulate the colonies and colonial responses including: <ul style="list-style-type: none">A. Sugar ActB. Stamp Act Congress ResolvesC. Committees of CorrespondenceD. legal principle of taxation and political representationE. Townshend Act and boycotts of British goodsF. Quartering ActG. Boston MassacreH. Tea Act and Boston Tea PartyI. Coercive Acts (Intolerable Acts)J. First Continental CongressK. British raids on Lexington and Concord			
	8.1.4 Analyze the significance of the Second Continental Congress including: <ul style="list-style-type: none">A. formation of the Continental ArmyB. establishment of currencyC. Olive Branch PetitionD. French alliance negotiated by Benjamin FranklinE. committee to draft a declaration of independence			



	<p>8.1.5 Analyze the ideological and propaganda war between Great Britain and the colonies including:</p> <ul style="list-style-type: none">A. points of views of the Patriots and the LoyalistsB. writings of Mercy Otis Warren and Phillis WheatleyC. use of Paul Revere’s engraving of the Boston MassacreD. rejection of the Olive Branch PetitionE. <i>Give Me Liberty or Give Me Death</i>, speech attributed to Patrick HenryF. <i>Common Sense</i> pamphlet by Thomas Paine <p>8.1.6 Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:</p> <ul style="list-style-type: none">A. John Locke’s theory on natural and unalienable rights, including life, liberty and the pursuit of happinessB. the ideals of equality for all individuals, including the impact of the First Great Awakening.C. the purpose of government as a social contract requiring the consent of the governedD. economic and political grievances against British policies.
<p>8.2 The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.</p>	<p>8.2.1 Explain the purpose of the Articles of Confederation which established the first American national system of government to support and conduct a war against Britain.</p> <p>8.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality, including:</p> <ul style="list-style-type: none">A. Patriots and Loyalists and their political, economic, and family interestsB. American Indians and the preservation of their homelands, cultures, and tradeC. women and their political statusD. free and enslaved blacks and their petitions to colonial governments for a ban on slavery. <p>8.2.3 Identify and evaluate the contributions of individuals and significant groups toward winning independence from British rule.</p> <p>8.2.4 Compare the advantages and disadvantages of the British and the American colonists including political and military leadership, military strength, population and resources, motivation, foreign alliances, financial and military support, and the British recruitment of enslaved black men in exchange for freedom.</p>



	<p>8.2.5 Summarize the impact of key military and diplomatic events of the Revolutionary War including:</p> <ul style="list-style-type: none">A. military leadership of General George WashingtonB. victories at Boston, Trenton, and SaratogaB. publication of Thomas Paine’s <i>The Crisis</i>D. Valley Forge encampmentE. French alliance, negotiated by Benjamin FranklinF. victory at YorktownG. Treaty of Paris, 1783
<p>8.3 The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.</p>	<p>8.3.1 Examine the strengths and weaknesses of the Articles of Confederation that led to the Constitutional Convention in Philadelphia in 1787, including:</p> <ul style="list-style-type: none">A. resolution of disputes over the western territories as resolved by the Northwest OrdinanceB. organization and leadership necessary to win the warC. lack of a common national currencyD. lack of a common defenseE. lack of a national judiciaryF. mismanagement of war debts due to an inability to taxG. unanimous vote required to amend the Articles of ConfederationH. civil unrest as typified in Shays’ Rebellion. <p>8.3.2 Analyze the significance of the Constitutional Convention, contributions of the Framers, major debates and compromises including the Virginia and New Jersey Plans, Great Compromise, the leadership of James Madison, Father of the Constitution, and George Washington, President of the Convention.</p> <p>8.3.3 Describe how the framers of the Constitution addressed the issue of slavery including the Three-Fifth Compromise which maintained the institution of slavery in both northern and southern states, the Fugitive Slave Clause, and the delayed ban on the slave trade.</p> <p>8.3.4 Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.</p> <p>8.3.5 Examine the concept of self-government, the purpose, and the responsibilities of government as expressed in the Preamble to the Constitution of the United States.</p>



	<p>8.3.6 Analyze the key principles of government established by the Constitution of the United States including:</p> <ul style="list-style-type: none">A. federalism (reserved and concurrent powers)B. separation of powers among three branches of government (legislative, executive, judicial)C. a system of checks and balances among the three branchesD. popular sovereignty and consent of the governedE. judicial reviewF. rule of law
	<p>8.3.7 Examine the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution as expressed in the <i>Federalist Papers</i> authored by James Madison, Alexander Hamilton, and John Jay and the writings of Anti-Federalists, such as George Mason, including concerns over a strong central government and the omission of a bill of rights.</p>
	<p>8.3.8 Explain how the Constitution of the United States was amended to include the Bill of Rights; identify and analyze the guarantees of individual rights and liberties as expressed in each of the ten amendments.</p>
	<p>8.3.9 Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court's power of judicial review.</p>
	<p>8.3.10 Describe the responsibilities of United States citizens such as:</p> <ul style="list-style-type: none">A. registering and voting in public electionsB. engaging in informed civil discourseC. serving on a juryD. paying taxesE. obeying lawsF. registering for military service



8.4 The student will examine the political and economic changes that occurred during the Early Federal Period.	8.4.1 Analyze the impact of the Whiskey Rebellion and enforcement of the government’s right to tax.
	8.4.2 Describe President Washington’s attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.
	8.4.3 Describe the advice in <i>President Washington’s Farewell Address</i> and its impact.
	8.4.4 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans in the <i>Virginia and Kentucky Resolutions</i> .
8.5 The student will analyze the political and geographic changes that occurred during the Jeffersonian Era.	8.5.1 Explain the impact of the peaceful transfer of power from one political party to another, as exhibited by the presidential election of 1800.
	8.5.2 Analyze the impact of the Supreme Court under the leadership of Chief John Marshall and the <i>Marbury v. Madison</i> decision which confirmed the principle of judicial review.
	8.5.3 Analyze the acquisition of the Louisiana territory, the contributions of the Lewis and Clark Corps of Discovery Expedition, and the eventual establishment of the Indian Territory.
8.6 The student will examine the political, economic and social transformations during the “Era of Good Feelings”.	8.6.1 Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, the <i>Star-Spangled Banner</i> , by Francis Scott Key.
	8.6.2 Examine the Monroe Doctrine as a policy of isolationism which was designed to protect American interests in the Western Hemisphere.
	8.6.3 Analyze the impact of <i>McCulloch v. Maryland</i> which established federal supremacy concerning taxation.
	8.6.4 Examine the increased tension between Southern sectionalist and Northern nationalist perspectives.
	8.6.5 Summarize the impact of the Missouri Compromise on the expansion of slavery into new western territories.
8.7 The student will examine the political, economic and social transformations of the Jacksonian Era.	8.7.1 Describe the factors that led to the election of Andrew Jackson including the “Corrupt Bargain” election of 1824, the expansion of voting rights, and Jackson’s political success by identifying with the “common man”.
	8.7.2 Analyze the impact of the Nullification Crisis on the development of the states’ rights debate.



	<p>8.7.3 Analyze the impact of Jackson’s policies and decisions concerning American Indian nations and their tribal sovereignty as a nation’s inherent right to self-govern, including:</p> <ul style="list-style-type: none">A. non-adherence to federal treatiesB. disregard for the <i>Worcester v. Georgia</i> decisionC. forced removals of American Indians
<p>8.8 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion.</p>	<p>8.8.1 Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion.</p>
	<p>8.8.2 Explain the territorial growth of the United States including the annexation of Texas, Mexican Cession, and the Gadsden Purchase; describe the need to maintain a balance of “free” and “slave” states.</p>
	<p>8.8.3 Identify push and pull factors of mass migration and the settlement of western territories including the California Gold Rush, settlement of Oregon, and the Mormon migration.</p>
	<p>8.8.4 Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.</p>
<p>8.9 The student will analyze the social and economic transformations of the early nineteenth century.</p>	<p>8.9.1 Explain the impact of the Industrial Revolution in the North including the concentration of population, manufacturing, and transportation.</p>
	<p>8.9.2 Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney’s invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery.</p>
	<p>8.9.3 Compare perspectives and experiences of both free and enslaved blacks including the</p> <ul style="list-style-type: none">A. everyday life of free African AmericansB. everyday acts of resistance to slaveryC. efforts of Harriet Tubman and the Underground RailroadD. Nat Turner’s RebellionE. legal restrictions and Slave Codes
	<p>8.9.4 Summarize the impact of the Abolitionist Movement including the writings and work of Frederick Douglass and William Lloyd Garrison.</p>
	<p>8.9.5 Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women’s Suffrage Movement, including the <i>Declaration of Sentiments</i> and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.</p>



8.10 The student will analyze major political, economic, and social events that resulted in the Civil War.	8.10.1 Summarize the importance of slavery as the principal cause of increased sectional polarization leading to the Civil War.
	8.10.2 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery.
	8.10.3 Evaluate the impact of the publication <i>Uncle Tom's Cabin</i> , by Harriet Beecher Stowe, on anti-slavery sentiments.
	8.10.4 Analyze the impact of the Kansas-Nebraska Act on the issue of popular sovereignty in new territories regarding the institution of slavery, repeal of the Missouri Compromise, and factional feuds in Bleeding Kansas.
	8.10.5 Summarize the <i>Dred Scott v. Sandford</i> case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harpers Ferry.
8.11 The student will analyze the course and consequences of the Civil War.	8.11.1 Analyze the immediate impact of the presidential election of 1860 including A. secession of southern states who declared slavery as the central factor for seceding B. Lincoln's goal to preserve the Union C. formation of the Confederate States of America D. Confederate attack on Fort Sumter E. tensions over strategic border states.
	8.11.2 Compare the advantages and disadvantages of the Union and the Confederacy including natural resources, population, industrialization, and the military leadership of Ulysses S Grant and Robert E. Lee.
	8.11.3 Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.
	8.11.4 Discuss the key strategies utilized during the war, such as the Anaconda Plan, Total War, and the southern defense strategy.
	8.11.5 Summarize the significance of the key battles of the war, including Antietam, Gettysburg, Vicksburg, and Lee's surrender at Appomattox.
	8.11.6 Analyze the <i>Emancipation Proclamation</i> , including its role in expanding the goals of the war and its impact on slavery; identify the significance of Juneteenth in relationship to emancipation.
	8.11.7 Explain how the <i>Gettysburg Address</i> clarified the Union's motivation for winning the war.



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	<p>8.11.8 Evaluate the impact of Lincoln’s assassination, loss of his leadership, and plans for reconciliation as expressed in his <i>Second Inaugural Address</i>.</p>
<p>8.12 The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.</p>	<p>8.12.1 Compare the major plans and policies proposed for Reconstruction.</p>
	<p>8.12.2 Analyze the impact of state and federal legislation following the Civil War including</p> <ul style="list-style-type: none">A. 13th, 14th, and 15th AmendmentsB. Black Codes and Jim Crow lawsC. establishment of the Freedmen’s Bureau
	<p>8.12.3 Compare the emerging social structure of the South including the</p> <ul style="list-style-type: none">A. influx of carpetbaggers and scalawagsB. rise of the Ku Klux Klan and its acts of intimidation and violenceC. election of blacks to government positionsD. expansion of the tenant and sharecropper systemsE. migration of former slaves.
	<p>8.12.4 Assess the impact of the presidential election of 1876 as an end to reconstruction in the South, including decline of black leadership, loss of enforcement of the 14th and 15th amendments, and the development of segregated societies.</p>
	<p>8.12.5 Evaluate the impact of federal policies including:</p> <ul style="list-style-type: none">A. Homestead Act of 1862 and the resulting movement westward to free landB. impact of continued displacement of American IndiansC. President Grant’s Peace Policy on Indian affairsD. the development of the Transcontinental Railroad.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Economics Content Standards				
<p>E.1 The student will develop and apply economic reasoning and decision-making skills.</p>	<p>E.1.1 Define and apply basic economic concepts of money supply, scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.</p>			
	<p>E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.</p>			
	<p>E.1.3 Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.</p>			
	<p>E.1.4 Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth.</p>			
<p>E.2 The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them and for whom are they produced.</p>	<p>E.2.1 Compare the world’s basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing the results such economic systems have produced in those countries as measured by GDP, national prosperity, individual income, and wealth.</p>			
	<p>E.2.2 Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology as well as the place of imports and exports in economic systems.</p>			
	<p>E.2.3 Answer how the three basic economic questions affect personal income and in turn impact the economic system.</p>			
	<p>E.2.4 Explain the costs and benefits of government fiduciary policy and regulations including the impact both have on competition.</p>			
	<p>E.2.5 Describe the impact of comparative and absolute advantage upon the three basic economic questions.</p>			
<p>E.3 The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.</p>	<p>E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.</p>			
	<p>E.3.2 Explain what causes shortages and surpluses including government-imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people’s decisions to buy or sell.</p>			



	E.3.3 Evaluate the role of the government within the economy as to defining, establishing, and enforcing property rights.
E.4 The student will evaluate how changes in the level of competition in different markets affect prices.	E.4.1 Explain how competition impacts the free market production and the allocation of goods and services to consumers.
	E.4.2 Explain how people’s own self-interest, incentives, and disincentives influence market decisions.
E.5 The student will describe the role of economic institutions including banks, credit unions, corporations, governments, and not-for-profits in a market economy.	E.5.1 Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.
	E.5.2 Describe how banks allow people to pool their incomes and provide future income through investment in stocks.
	E.5.3 Identify how credit unions, corporations, and not-for-profits influence a market economy.
	E.5.4 Explain how successive deposits and loans made by commercial banks can cause the money supply to expand.
E.6 The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	E.6.1 Explain how individuals, businesses, and the overall economy benefit from the various uses of money, such as trading, borrowing, investing, and diversifying, versus saving money.
	E.6.2 Identify the components of the money supply and the different functions of money; give examples of each.
	E.6.3 Explain how the value of money is determined by the goods and services it can buy.



Oklahoma Academic Standards for Social Studies Economics (E)

E.7 The student will evaluate how interest rates impact decisions in the market economy.	E.7.1 Define interest rates and inflation; analyze the relationship between interest rates and inflation rates to both the borrower and the lender.
	E.7.2 Determine how changes in real interest rates impact people’s decisions to borrow money and purchase goods in a market economy.
E.8 The student will analyze the role of entrepreneurs and laborers within a market economy.	E.8.1 Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.
	E.8.2 Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.
	E.8.3 Evaluate the costs and benefits of incorporation including the expansion of resources and reduction of risks.
E.9 The student will evaluate the economic role of government in a free market and a mixed market economy.	E.9.1 Explain the aspects of and differences between a free market and a mixed market economy.
	E.9.2 Explain the purpose, costs, and benefits of government assistance programs and government funded services and projects.
	E.9.3 Evaluate the impact of voters’ decisions as they relate to governmental economic policy.
E.10 The student will examine current economic conditions in the United States.	E.10.1 Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation impact current economic conditions in the United States.
	E.10.2 Explain how these conditions have an impact on consumers, producers, and government policymakers.
	E.10.3 Explain how changes in supply and demand cause prices to change and in turn, cause buyers and sellers to change, including changes in price of productive resources and technologies used to make the product, profit opportunities available to producers for selling other products, number of sellers in a market, consumer incomes, consumer options, and the number of consumers in a market.
E.11 The student will identify the basic measures of a nation’s economic output and income.	E.11.1 Explain GDP and GNP and how they are used to describe economic output over time; compare the GDP of various countries representing market, command, and mixed economic systems.
	E.11.2 Describe the impact on the economy when GDP and GNP are growing or declining.



Oklahoma Academic Standards for Social Studies Economics (E)

	<p>E.11.3 Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle and fluctuation to the GDP.</p>
	<p>E.11.4 Examine the differences between the nominal and the real GDP.</p>
<p>E.12 The student will explain the role of inflation and unemployment in an economic system.</p>	<p>E.12.1 Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy.</p>
	<p>E.12.2 Define the causes of unemployment, as well as the different types of unemployment; determine how unemployment is measured and the impact it has on different sectors of the United States economy.</p>
<p>E.13 The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.</p>	<p>E.13.1 Compare fiscal and monetary policy and the impact each has on the economy.</p>
	<p>E.13.2 Explain the role of the Federal Reserve System within government economic policy.</p>
	<p>E.13.3 Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.</p>



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Oklahoma History Content Standards				
<p>OKH.1 The student will describe the state’s geography and the historic foundations laid by American Indian, European, and American cultures.</p>	<p>OKH.1.1 Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.</p>			
	<p>OKH.1.2 Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.</p>			
	<p>OKH.1.3 Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.</p>			
	<p>OKH.1.4 Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.</p>			
<p>OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.</p>	<p>OKH.2.1 Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau’s Trading Post at Three Forks.</p>			
	<p>OKH.2.2 Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.</p>			
	<p>OKH.2.3 Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.</p>			
	<p>OKH.2.4 Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.</p>			
<p>OKH.3 The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.</p>	<p>OKH.3.1 Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including:</p> <ul style="list-style-type: none"> A. required enrollment of the Freedmen B. Second Indian Removal C. significance of the Massacre at the Washita D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands. E. establishment of the western military posts including the role of the Buffalo Soldiers F. construction of railroads through Indian Territory 			



Oklahoma Academic Standards for Social Studies Oklahoma History (OKH)

	OKH.3.2 Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.
	OKH.3.3 Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.
	OKH.3.4 Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.
	OKH.3.5 Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.
OKH.4 The student will analyze the formation of constitutional government in Oklahoma.	OKH.4.1 Compare the governments among the American Indian nations and the movement for the state of Sequoyah.
	OKH.4.2 Describe the proposal for an all-black state advocated by Edward McCabe.
	OKH.4.3 Explain the impact of the Enabling Act on single statehood.
	OKH.4.4 Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16,1907.
	OKH.4.5 Compare Oklahoma’s state government to the United States’ national system of government including the branches of government, their functions, and powers.
	OKH.4.6 Describe the division, function, and sharing of powers among levels of government including city, county, state and tribal.
	OKH.4.7 Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety.
	OKH.4.8 Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.



Oklahoma Academic Standards for Social Studies Oklahoma History (OKH)

OKH.5 The student will examine the Oklahoma's political, social, cultural, and economic transformation during the early decades following statehood.

OKH.5.1 Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including:

- A. passage of the Indian Citizenship Act of 1924
- B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s)
- C. authority to select tribal leaders as opposed to appointment by the federal government
- D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs.

OKH.5.2 Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:

- A. growth of all-black towns (1865-1920)
- B. passage of Senate Bill 1 establishing Jim Crow Laws
- C. rise of the Ku Klux Klan
- D. emergence of "Black Wall Street" in the Greenwood District
- E. causes of the Tulsa Race Riot and its continued social and economic impact.
- F. the role labels play in understanding historic events, for example "riot" versus "massacre".

OKH.5.3 Analyze how various segments of Oklahoma society including agriculture, mining, and state politics were influenced by the organized labor and socialist movements.

OKH.5.4 Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland and Robert S. Kerr, and the designation of Tulsa as the "Oil Capital of the World".

OKH.5.5 Evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production due to mechanization and the needs of World War I, including its effect as a precursor of the Great Depression.

OKH.5.6 Analyze William H. "Alfalfa Bill" Murray's response to the conditions created by the Great Depression.

OKH.5.7 Describe the impact of environmental conditions and human mismanagement of resources resulting in the Dust Bowl and the migration of the "Okies", the national perceptions of Oklahomans, and the New Deal policies regarding conservation of natural resources.

OKH.5.8 Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody Guthrie's, Wiley Post's aviation milestones, and the artwork of the Kiowa Six.

OKH.5.9 Summarize and analyze the impact of mobilization for World War II including the establishment of military bases, prisoner of war installations, and the contributions of Oklahomans to the war effort including the American Indian code talkers and the 45th Infantry Division.



Oklahoma Academic Standards for Social Studies Oklahoma History (OKH)

OKH.6 The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.

OKH.6.1 Evaluate the progress of race relations and actions of civil disobedience in the state including:

- A.** judicial interpretation of the equal protection clause of the 14th Amendment which ultimately resulted in the desegregation of public facilities and public schools and universities
- B.** landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma (1948)* and *McLaurin v. Oklahoma Board of Regents for Higher Education (1950)*
- C.** lunch counter sit-ins organized by Clara Luper and the NAACP
- D.** leadership of Governor Gary in the peaceful integration of the public common and higher education systems.

OKH.6.2 Analyze the impact of economic growth in various sectors including:

- A.** impact of rural to urban migration
- B.** development of wind, water, and timber resources
- C.** continuing role of agriculture
- D.** emergence of tourism as an industry
- E.** development of the aerospace and aviation industry including the FAA and the influence of weather research on national disaster preparedness
- F.** oil and gas boom and bust, including the discovery of new fossil fuel resources
- G.** improvement of the state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System.

OKH.6.3 Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance such as Ralph Ellison and the Five Indian Ballerinas.

OKH.6.4 Summarize the impact of individual Oklahomans' leadership on state and national politics including political realignment.

OKH.6.5 Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.

OKH.6.6 Examine the contributions of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma and their impact on the social and economic transformation of the modern state of Oklahoma.

OKH.6.7 Analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the act, concept of the "Oklahoma Standard" and the creation of the Oklahoma City National Memorial and Museum.



Oklahoma Academic Standards for Social Studies Oklahoma History (OKH)

OKH.6.8 Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the *Grapes of Wrath*, the musical *Oklahoma!*, Route 66, and the professional basketball team the Oklahoma City Thunder.

OKH.6.9 Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.



Oklahoma Academic Standards for Social Studies Psychology (PS)

Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Psychology Content Standards				
<p>PS.1 The student will examine the foundations of psychology and its origins as a separate social science discipline.</p>	<p>PS.1.1 Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including cognitive-behavioral, psychoanalytic, cognitive, and humanistic.</p>			
	<p>PS.1.2 Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, and Karen Horney.</p>			
	<p>PS.1.3 Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.</p>			
<p>PS.2 The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.</p>	<p>PS.2.1 Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment.</p>			
	<p>PS.2.2 Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.</p>			
	<p>PS.2.3 Identify ethical standards psychologists must address regarding research with human and non-human participants.</p>			
	<p>PS.2.4 Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each.</p>			
<p>PS.3 The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.</p>	<p>PS.3.1 Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.</p>			
	<p>PS.3.2 Examine the structure and function of the nervous and endocrine system and how they affect behavior.</p>			
	<p>PS.3.3 Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters.</p>			
	<p>PS.3.4 Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.</p>			



Oklahoma Academic Standards for Social Studies Psychology (PS)

	<p>PS.3.5 Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one’s experiences and expectations influence perception.</p>
	<p>PS.3.6 Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.</p>
<p>PS.4 The student will analyze physical, social, emotional, moral and cognitive development from conception through the latter stages of adulthood.</p>	<p>PS.4.1 Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.</p>
	<p>PS.4.2 Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, Carl Jung, and Erik Erikson regarding human development.</p>
<p>PS.5 The student will understand how organisms adapt to their environment through learning and cognition.</p>	<p>PS.5.1 Identify and explain the major theories of learning including Ivan Pavlov’s classical conditioning, B.F. Skinner’s and Albert Bandura’s Operant conditioning, and Bandura’s observational learning.</p>
	<p>PS.5.2 Describe the process, organization, and factors that influence memory and recall.</p>
	<p>PS.5.3 Analyze strategies and impediments involved in problem solving and decision making and how this knowledge could be applied to daily life.</p>
<p>PS.6 The student will understand the principles of motivation and emotion.</p>	<p>PS.6.1 Compare the predominant theories of motivation and emotion including the biological, social-cognitive, humanistic, and cultural theories.</p>
	<p>PS.6.2 Analyze the biological and environmental influences on positive and negative emotion.</p>
<p>PS.7 The student will understand how society and culture influence a person’s behavior and mental processes.</p>	<p>PS.7.1 Evaluate the factors that lead to conformity, obedience and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Asch’s studies.</p>
	<p>PS.7.2 Explain how bias, discrimination and use of stereotypes influence behavior with regard to gender, race, sexual orientation and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment.</p>
	<p>PS.7.3 Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.</p>
	<p>PS.8.1 Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.</p>



Oklahoma Academic Standards for Social Studies Psychology (PS)

PS.8 The student will examine how psychological disorders are diagnosed, classified, and treated.	PS.8.2 Describe symptoms and causes of major categories of psychological disorders including schizophrenia mood, anxiety, personality, somatoform, and dissociative disorders.
	PS.8.3 Compare available treatment options and how they evolved through history and among different cultures.
PS.9 The student will evaluate the many factors that promote mental health.	PS.9.1 Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.
	PS.9.2 Describe the characteristics of and factors that promote resilience and optimism.
	PS.9.3 Analyze the relationship between psychological health and physiological health.
	PS.9.4 Identify mental health disorders such as eating disorders and obsessive compulsive disorders.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
United States Government Content Standards				
<p>USG.1 The student will compare the formation of contemporary governments in terms of access, use and justification of power.</p>	<p>USG.1.1 Compare the essential characteristics of limited versus unlimited governments.</p>			
	<p>USG.1.2 Compare historic and contemporary examples of unlimited governments to examples of limited systems.</p>			
	<p>USG.1.3 Compare the advantages and disadvantages of the ways governmental power is distributed, shared and structured in unitary, federal and confederal systems in terms of effectiveness, prevention of abuse of power and responsiveness to the popular will.</p>			
	<p>USG.1.4 Compare the role of government in market and command economic systems.</p>			
<p>USG.2 The student will describe the historical and philosophical foundations of the republican system of government in the United States.</p>	<p>USG.2.1 Summarize the major documents contributing to the formation of constitutional government in the United States, including the Magna Carta, the Mayflower Compact and the English Bill of Rights.</p>			
	<p>USG.2.2 Identify the central ideas and importance of the concept of inalienable rights, including life, liberty and the pursuit of happiness, the social contract, and the grievances stated in the Declaration of Independence and reflected in the Constitution of the United States.</p>			
	<p>USG.2.3 Evaluate the necessity of a written constitution to set forth enumerated powers, to organize government, and to distribute powers among the three branches of government, the states, and the people.</p>			
	<p>USG.2.4 Compare the points of view toward the structure and powers of government as expressed in the <i>Federalist Papers</i>, authored by Madison, Hamilton and Jay, as well as the writings of the Anti-Federalists.</p>			
	<p>USG.2.5 Analyze the constitutional amendment process including the 27 amendments to the Constitution of the United States.</p>			
<p>USG.3 The student will analyze the fundamental principles of</p>	<p>USG.3.1 Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.</p>			



the American system of government resulting in a republic, as established in the Constitution of the United States, the supreme law of the land.

USG.3.2 Analyze the system of federalism including the

- A. enumerated (express) powers
- B. implied powers
- C. powers denied to the national government
- D. reserved powers to the states
- E. concurrent powers.

USG.3.3 Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.

USG.3.4 Explain that tribal sovereignty is a tribal nation’s inherent power to self-govern, such as challenges made regarding the Major Crimes Act.

USG.3.5 Analyze how the Commerce Clause established the initial constitutional relationship between the Indian tribes and the United States government.

USG.3.6 Explain how power is separated as well as shared under the American system including the

- A. system of separation of powers
- B. system of checks and balances
- C. principle of judicial review.

USG.3.7 Evaluate the importance of the rule of law on the purposes and functions of government; explain how the rule of law provides for the protection of individual liberties, including due process and equality under the law.

USG.3.8 Analyze the concept of popular sovereignty, including the government’s responsibility to legitimize majority rule while protecting minority rights.

USG.3.9 Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights and how they are protected at the state level through the doctrine of incorporation using the 14th Amendment.

USG.3.10 Analyze historic and contemporary examples of landmark Supreme Court decisions which have addressed and clarified individual rights under the First Amendment, including

- A. *Gitlow v. New York* (1925)
- B. *West Virginia v. Barnette* (1943)
- C. *Engel v. Vitale* (1962)
- D. *Tinker v. Des Moines* (1969)
- E. *Texas v. Johnson* (1989)



	<p>USG.3.11 Analyze historic and contemporary examples of landmark Supreme Court cases which have specified individual rights of due process under the Constitution, including:</p> <ul style="list-style-type: none">A. <i>Mapp v. Ohio</i> (1961)B. <i>Gideon v. Wainwright</i> (1963)C. <i>Miranda v. Arizona</i> (1966)D. <i>Roe v. Wade</i> (1973)E. <i>Furman v. Georgia</i> (1972).
<p>USG.4 The student will examine the Constitution of the United States by comparing the legislative, executive, and judicial branches of government as they address the needs of the public.</p>	<p>USG.4.1 Explain the purposes of government expressed in the Preamble and how the Constitution of the United States preserves the core principles of American society.</p> <p>USG.4.2 Examine the structure, functions, and authority exercised by the executive, legislative, and judicial branches of government.</p> <ul style="list-style-type: none">A. Identify the constitutional qualifications for holding public office and the terms of office, including the composition of Congress, the Supreme Court, and the executive branch.B. Explain the steps of the legislative process, including the role of Congress and the president.C. Explain the role of the executive branch, including the function of the bureaucracy in implementing public policy.D. Identify the issues and describe the significance of landmark Supreme Court decisions including <i>Marbury v. Madison</i> (1803), <i>McCulloch v. Maryland</i> (1819), <i>United States v. Nixon</i> (1974), <i>Bush v. Gore</i> (2000), and <i>Citizens United v. F.E.C.</i> (2010)E. Examine how government exercises its authority in real world situations including current issues and events.
<p>USG.5 The student will be able to evaluate the significance of civic participation in order to ensure the preservation of our constitutional government.</p>	<p>USG.5.1 Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15th annual deadline, and respecting legitimate authority.</p> <p>USG.5.2 Explain the naturalization process under the laws of the United States.</p> <p>USG.5.3 Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.</p> <p>USG.5.4 Analyze factors affecting the political process and their role in government, including the role of political parties, interest groups, mass media, public opinion, and campaign funding.</p> <p>USG.5.5 Explain the steps of the electoral process including the components of local and national campaigns, the nominative process, and the Electoral College.</p>



Oklahoma Academic Standards for Social Studies United States Government (USG)

USG.6 The student will examine the United States public policy formation process.

USG.6.1 Examine the budget process including significant policy issues and examples of economic trade-offs that occur when addressing competing public needs.

USG.6.2 Examine how the government influences the economy using fiscal and monetary policy.

USG.6.3 Explain the role of the national government in formulating and carrying out domestic policy.

USG.6.4 Evaluate the role of the national government in formulating and carrying out foreign policy, national defense, and participation in international alliances and organizations.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
United States History Content Standards				
<p>USH.1 The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.</p>	<p>USH.1.1 Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, and the system of checks and balances.</p>			
	<p>USH.1.2 Analyze the post-Reconstruction civil rights struggles.</p> <ul style="list-style-type: none"> A. Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations. B. Examine the purposes and effects of the 13th, 14th, and 15th Amendments. C. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan. 			
	<p>USH.1.3 Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.</p> <ul style="list-style-type: none"> A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization. B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, federal court decisions, the Supreme Court’s application of the 14th Amendment and the Immigration Act of 1924. C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership. D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his <i>Cooper Union</i> speech, Quanah Parker, and Chief Joseph as expressed in his <i>I Will Fight No More Forever</i> speech. 			



USH.2 The student will analyze the social, economic and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.

USH.2.1 Evaluate the transformation of American society, economy and politics during the American Industrial Revolution.

- A.** Analyze the impact of capitalism, laissez-faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.
- B.** Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process.
- C.** Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business.
- D.** Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams.
- E.** Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
- F.** Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.
- G.** Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks.

USH.2.2 Evaluate the rise and reforms of Populism and the Progressive Movement including:

- A.** direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines
- B.** impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape
- C.** series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States.

USH.2.3 Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by:

- A.** comparing the policies of Roosevelt and Taft on environmental conservation and trust busting,
- B.** evaluating the 1912 presidential election including the role of Roosevelt's *Bull Moose Party* and Eugene V. Debs Socialist Party.
- C.** describing the policies of Wilson on the issue of women’s right to vote.



<p>USH.3 The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p>	<p>USH.3.1 Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.</p> <ul style="list-style-type: none">A. Compare the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.B. Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain.C. Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.D. Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal. <p>USH.3.2 Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.</p> <ul style="list-style-type: none">A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmermann Telegram and the threats to international trade caused by unrestricted submarine warfare.B. Analyze the impact of the war on the home front including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, and the Great Migration.C. Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials.D. Evaluate Wilson’s foreign policy as proposed in his Fourteen Points and the reasons for the nation’s return to isolationism highlighted by the Senate’s rejection of the League of Nations.
<p>USH.4 The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy and society.</p>	<p>USH.4.1 Examine the economic, political, and social transformations between the World Wars.</p> <ul style="list-style-type: none">A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age.B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations.D. Examine growing labor unrest and industry’s reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.



	<p>USH.4.2 Analyze the effects of the destabilization of the American economy.</p> <ul style="list-style-type: none">A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s pro-business and laissez-faire policies.B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.C. Analyze how President Herbert Hoover’s financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.D. Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
	<p>USH.4.3 Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies.</p> <ul style="list-style-type: none">A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s <i>First Inaugural Address</i>.B. Examine how national policies addressed the economic crisis including John Maynard Keynes’ theory of deficit spending, Roosevelt’s court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).C. Summarize the causes and impact of the Dust Bowl including the government’s responses.
<p>USH.5 The student will analyze the United States role in international affairs by examining the major causes, events and effects of the nation’s involvement in World War II, 1933 to 1946.</p>	<p>USH.5.1 Describe the transformations in American society and government policy as the nation mobilized for entry into World War II.</p> <ul style="list-style-type: none">A. Examine the roles of appeasement and isolationism in the United States’ reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program.B. Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt’s <i>Four Freedoms</i> speech.C. Examine President Franklin Roosevelt’s <i>Day Which Will Live in Infamy</i> speech and America’s conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German, and Italian descent, including the <i>Korematsu v. United States</i> decision. <p>USH.5.2 Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.</p>



	<p>USH.5.3 Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.</p>
<p>USH.6 The student will analyze foreign events and policies during the Cold War, 1945-1975.</p>	<p>USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II.</p> <ul style="list-style-type: none">A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.B. Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union.C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.D. Evaluate the Kennedy administration’s international goals as expressed in his <i>Inaugural Address</i> in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps.
	<p>USH.6.2 Describe domestic events related to the Cold War and its aftermath.</p> <ul style="list-style-type: none">A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs’ spy trials.B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race.C. Evaluate the continuing role of radio, television and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections.
	<p>USH.6.3 Analyze the series of events and long term foreign and domestic consequences of the United States’ military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.</p>
	<p>USH.6.4 Analyze the political and economic impact of President Nixon’s foreign policies including détente and the opening of China.</p>



USH.7 The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.

USH.7.1 Analyze the major events, personalities, tactics and effects of the Civil Rights Movement.

A. Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.

B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:

1. *Brown v. Board of Education, Topeka, Kansas* decision
2. Montgomery Bus Boycott
3. desegregation of Little Rock Central High School
4. Oklahoma City lunch counter sit-ins led by Clara Luper
5. Freedom Rides
6. Marches on Washington and Selma to Montgomery
7. adoption of the 24th Amendment
8. passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

C. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.



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	<p>USH.7.2 Analyze the ongoing social and political transformations within the United States.</p> <ul style="list-style-type: none">A. Summarize and examine the United States Supreme Court’s use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson’s civil rights initiatives, the war on poverty, and the Great Society.C. Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.D. Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.E. Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women’s Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court’s ruling in <i>Roe v. Wade</i>.F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford’s decision to pardon former President Nixon.
<p>USH.8 The student will analyze the impact of foreign and domestic policies from 1977 to 2001.</p>	<p>USH.8.1 Evaluate President Jimmy Carter’s foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.</p>
	<p>USH.8.2 Analyze the economic and political impact of the rise of conservatism and President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan’s <i>Tear Down This Wall</i> speech in West Berlin.</p>
	<p>USH.8.3 Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire.</p>
	<p>USH.8.4 Describe the goal of President George H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.</p>
	<p>USH.8.5 Describe and evaluate the influence of William J. Clinton’s presidency, including the</p> <ul style="list-style-type: none">A. continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.B. political impact of Clinton’s impeachment.
	<p>USH.8.6 Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.</p>



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USH.9 The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.

USH.9.1 Assess George W. Bush’s presidency, including the causes, conduct and consequences of the United States led wars in Afghanistan and Iraq, efforts to counter and combat terrorism, and domestic issues such as the FEMA response to Hurricane Katrina and the Great Recession.

USH.9.2 Assess Barack Obama’s presidency, including the significance of his election, the wars in Afghanistan and Iraq, handling of economic conditions, establishment of DACA, and reforms to healthcare.

USH.9.3 Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
World Human Geography Content Standards				
<p>WG.1 The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.</p>	<p>WG.1.1 Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.</p>			
	<p>WG.1.2 Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth’s surface.</p>			
	<p>WG.1.3 Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.</p>			
	<p>WG.1.4 Utilize geographic technologies of GIS, remote sensing and GPS sources of geographical data including census data, population pyramids, cartograms, and satellite imagery.</p>			
<p>WG.2 The student analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.</p>	<p>WG.2.1 Analyze geographic data measuring population including density, distribution, patterns of composition (age, sex, race, and ethnicity), and population trends and projections.</p>			
	<p>WG.2.2 Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.</p>			
	<p>WG.2.3 Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.</p>			
<p>WG.3 The student will analyze the components and regional variations of cultural patterns and processes.</p>	<p>WG.3.1 Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender.</p>			
	<p>WG.3.2 Analyze and summarize the role the environment plays in determining a region’s culture.</p>			
	<p>WG.3.3 Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.</p>			
	<p>WG.3.4 Compare the world’s major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.</p>			
	<p>WG.3.5 Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions.</p>			



WG.4 The student will explain the political organization of space.	WG.4.1 Describe and summarize the different forces that shape the evolution of the world's contemporary political map including the rise of nation-states.
	WG.4.2 Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.
	WG.4.3 Compare the world's political patterns of organization including federal and unitary states.
	WG.4.4 Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.
	WG.4.5 Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.
WG.5 The student will analyze agricultural and commercial land use.	WG.5.1 Examine the origin and diffusion of agriculture including the Agricultural Revolutions and the Green Revolution.
	WG.5.2 Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets.
	WG.5.3 Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.
	WG.5.4 Describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life.
	WG.5.5 Examine common characteristics of rural communities including the impact of the environment on location, the political, economic and cultural functions of rural communities, the types of transportation, communication and trade linkages among rural areas, and the impact of modern migration to urban centers.
WG.6 The student will analyze the impact of industrialization on economic development.	WG.6.1 Examine the changing roles of natural resources, energy, and technology that resulted in the Industrial Revolution.
	WG.6.2 Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.
	WG.6.3 Compare contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Arabian Peninsula.



	<p>WG.6.4 Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.</p>
	<p>WG.6.5 Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization, and economic restructuring, globalization, and international division of labor.</p>
<p>WG.7 The student will evaluate specific textual and visual evidence to analyze cities and urban land use.</p>	<p>WG.7.1 Examine the origin, development and character of cities including the impact of the environment on location, the political, economic, and cultural functions of cities, historical distribution of cities, and the types of transportation, communication, and trade linkages among cities.</p>
	<p>WG.7.2 Analyze contemporary patterns of rural migration on urban development including the concept of suburbanization, edge cities, megacities, and global cities.</p>
	<p>WG.7.3 Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing and urban planning.</p>



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
World History Content Standards				
<p>WH.1 The student will analyze and summarize the impact of the major patterns of political, economic, and cultural change over time to 1450 CE and their long-term influences.</p>	<p>WH.1.1 Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief.</p>			
	<p>WH.1.2 Describe the origins, major beliefs, spread and lasting impact of the world’s major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.</p>			
	<p>WH.1.3 Compare the contributions of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their impact on Western society.</p>			
	<p>WH.1.4 Evaluate the economic, political, and cultural impact of interregional trade networks.</p>			
	<p>WH.1.5 Describe the institution of slavery around the world prior to the 15th century as a widespread result of warfare and economic practices.</p>			
<p>WH.2 The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400-1750 CE).</p>	<p>WH.2.1 Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and daVinci.</p>			
	<p>WH.2.2 Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society.</p>			
	<p>WH.2.3 Analyze migration, settlement patterns, cultural diffusion, and the transformations caused by the competition for resources among European nations during the Age of Exploration.</p>			
	<p>WH.2.4 Explain how slavery and the slave trade was used for the development and growth of colonial economies.</p>			
	<p>WH.2.5 Compare the various forms of government established by:</p> <ul style="list-style-type: none"> A. divine right rule, such as the Mandate of Heaven in China and absolutism in England and France B. Magna Carta in England, the English Civil War, and the Glorious Revolution C. enlightened monarchs such as Catherine the Great and Frederick the Great. 			
	<p>WH.2.6 Compare how scientific theories and technological discoveries brought about social and cultural changes, including those made by Copernicus, Galileo, and Newton; describe the impact of Islamic learning.</p>			



	<p>WH.2.7 Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith.</p>
<p>WH.3 The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions and imperialism (1750-1900 CE).</p>	<p>WH.3.1 Analyze the causes and global impact of</p> <ul style="list-style-type: none">A. England’s Glorious RevolutionB. the American RevolutionC. the French Revolution including the Napoleonic WarsD. the Congress of Vienna.
	<p>WH.3.2 Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti and Mexico and the leadership of Simon Bolivar.</p>
	<p>WH.3.3 Evaluate the economic and social impact of the Industrial Revolution.</p>
	<p>WH.3.4 Analyze how the Industrial Revolution gave rise to socialism and communism, including ideas and influence of Karl Marx.</p>
	<p>WH.3.5 Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism.</p>
<p>WH.4 The student will evaluate the global transformation created by the World Wars (1900-1945 CE).</p>	<p>WH.4.1 Explain the complex and multiple causes of World War I, including militarism, nationalism, imperialism, systems of alliances, and other significant causes.</p>
	<p>WH.4.2 Describe the significant events of World War I, including key strategies, advancements in technology, the war’s significant turning points, and its lasting impact.</p>
	<p>WH.4.3 Analyze the immediate and long-term global consequences of the Treaty of Versailles.</p>
	<p>WH.4.4 Analyze socialism, communism, and the Bolshevik Revolution as responses to capitalism.</p>
	<p>WH.4.5 Describe the economic, social, and political conditions that caused WWII including</p> <ul style="list-style-type: none">A. failure of the Treaty of VersaillesB. impact of global depressionC. rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan
	<p>WH.4.6 Examine the significant events of World War II from a global perspective, such as campaigns in Africa, Asia, and the Pacific.</p>



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	<p>WH.4.7 Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.</p>
	<p>WH.4.8 Examine the causes, series of events and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators.</p>
	<p>WH.4.9 Summarize world responses to the Holocaust, resulting in the Nuremberg Trials, the move to establish a Jewish homeland, and the creation of the Universal Declaration of Human Rights and its impact on human rights today.</p>
<p>WH.5 The student will evaluate post World War II regional events leading to the transformations of the modern world (1945-1990 CE).</p>	<p>WH.5.1 Describe the creation of the modern state of Israel and ongoing territorial disputes, including the impact of significant regional leaders.</p>
	<p>WH.5.2 Evaluate the ongoing regional disputes of the Middle East, including the Iranian Revolution, the Iran-Iraq conflict, and the invasion of Kuwait.</p>
	<p>WH.5.3 Analyze the major developments in Chinese history during the second half of the 20th century including the</p> <ul style="list-style-type: none">A. Chinese Civil War and the Communist Revolution in ChinaB. rise of Mao Zedong and the political, social, and economic upheavals under his leadershipC. student protests of Tiananmen SquareD. economic reforms under the leadership of Deng Xiaoping.
	<p>WH.5.4 Examine the origins of India and Pakistan as independent nations, including the</p> <ul style="list-style-type: none">A. struggle for independence achieved through Mohandas Gandhi’s non-violent civil disobedience movementB. development of India’s industrial economyC. ongoing struggles in the region.
	<p>WH.5.5 Evaluate the people, events, and conditions leading to the end of the Cold War including the</p> <ul style="list-style-type: none">A. effects of Poland’s Solidarity MovementB. policies of the perestroika and glasnostC. fall of the Berlin WallD. breakup of the Soviet Union



	<p>WH.5.6 Assess the impact of African independence movements on human rights and the global expansion of democracy including the</p> <ul style="list-style-type: none">A. effects of Pan-Africanism on changing political boundariesB. struggle for self-government in Ghana, including the influence of Kwame NkrumahC. creation and dismantling of South Africa’s apartheid system, including the influence of Nelson Mandela and Desmond Tutu. <p>WH.5.7 Compare multiple perspectives to examine the religious, ethnic, and political origins, as well as the lasting impact of modern genocide and conflicts including</p> <ul style="list-style-type: none">A. actions of the Khmer Rouge in CambodiaB. Northern Ireland’s TroublesC. ethnic-cleansing in the BalkansD. Rwanda’s mass murdersE. crisis in Darfur
<p>WH.6 The student will evaluate contemporary global issues and challenges.</p>	<p>WH.6.1 Describe the ongoing impact of interdependence on the world’s economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.</p> <p>WH.6.2 Examine contemporary issues that impact the new global era such as the</p> <ul style="list-style-type: none">A. changing patterns of populationB. cycle of disease and povertyC. status of womenD. environmental issues. <p>WH.6.3 Describe the impact of trade and interdependence on cultural diffusion.</p> <p>WH.6.4 Analyze responses by world governments concerning the rise and impact of international terrorism and their responses to regional disputes such as Syria.</p>



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
Sociology Content Standards				
<p>S.1 The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.</p>	<p>S.1.1 Describe the development of the field of sociology as a social science.</p>			
	<p>S.1.2 Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois.</p>			
	<p>S.1.3 Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.</p>			
	<p>S.1.4 Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.</p>			
<p>S.2 The student will examine the influence of culture and the way cultural transmission is accomplished.</p>	<p>S.2.1 Examine how relationships, structures, patterns and processes influence culture.</p>			
	<p>S.2.2 Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.</p>			
	<p>S.2.3 Explain the differences between a culture and a society.</p>			
	<p>S.2.4 Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.</p>			
	<p>S.2.5 Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.</p>			
	<p>S.2.6 Describe factors that have led to cultural diversity within the United States.</p>			
<p>S.3 The student will identify how social status influences individual and group behaviors.</p>	<p>S.3.1 Describe how social status affects social order including upper class, middle class, lower class, white-collar professionals, blue-collar workers, and the unemployed.</p>			
	<p>S.3.2 Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.</p>			



Oklahoma Academic Standards for Social Studies Sociology (S)

S.4 The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.	S.4.1 Examine why individuals become members of or associate with different social groups.
	S.4.2 Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.
	S.4.3 Evaluate the characteristics of primary groups including small size intimate settings and enduring relationships and how members' behaviors are influenced by the primary group.
	S.4.4 Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose; explain how members' behaviors are influenced by the secondary groups.
	S.4.5 Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless.
S.5 The student will identify the effects of social institutions on individual and group behavior and explain how these institutions influence the development of the individual.	S.5.1 Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.
	S.5.2 Examine rites of passage within various social institutions such as religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement.
	S.5.3 Define ethnocentrism and xenophobia; analyze how they can be beneficial or destructive to a culture.
S.6 The student will examine social change over time and the various factors that lead to these changes.	S.6.1 Examine environmental, political, economic, scientific, and technological influences upon immediate and long-term social change.
	S.6.2 Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.
S.7 The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.	S.7.1 Distinguish between characteristics of a social problem as compared to an individual problem.
	S.7.2 Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.
	S.7.3 Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.
	S.8.1 Describe the traditions, roles, and expectations necessary for a society to continue and flourish.
	S.8.2 Examine factors that can lead to the breakdown and disruption of a society.



Oklahoma Academic Standards for Social Studies Sociology (S)

S.8 The student will explore both individual and collective behavior.

S.8.3 Differentiate the impact of individual leaders of different social and political movements including Mohandas Gandhi, Dr. Martin Luther King Jr., and Susan B. Anthony.

S.8.4 Interpret how social behavior is influenced by propaganda, the news media, and advertising.

S.8.5 Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.



Appendix A Social Studies Practices PK-12 Progression

1. Engage in Democratic Processes

Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1.A.PK-1.1 Discuss democratic principles such as equality, fairness, and respect for legitimate authority.	1.A.2-3.1 Identify civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority.	1.A.4-5.1 Identify democratic principles in historic documents and describe examples of civic virtues and democratic principles at work in state and national settings.	1.A.6-8.1 Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence various political systems.	1.A.9-12.1 Evaluate various significant documents from the United States and other countries to compare civic virtues and principles of political systems.
1.A.PK-1.2 Discuss how people can improve their communities in the present and over time.	1.A.2-3.2 Describe and offer examples of how people have improved their communities in the past and present.	1.A.4-5.2 Compare the experiences that form student's and other's points of view about civic issues.	1.A.6-8.2 Analyze the role that perspectives, civic virtues, and democratic principles play when citizens address issues or problems.	1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.



B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1.B.PK-1.1 Describe roles and responsibilities of people in authority in school and community settings.	1.B.2-3.1 Describe the basic structure of government at the local, state, and tribal levels.	1.B.4-5.1 Explain the structure, responsibilities, and powers exercised by national officials of the branches of the United States government.	1.B.6-8.1 Analyze the powers and responsibilities of the United States government and compare it to other forms of government.	1.B.9-12.1 Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.
1.B.PK-1.2 Explain how all informed citizens play important roles in the community.	1.B.2-3.2 Explain why all informed citizens should participate in their community.	1.B.4-5.2 Explain ways in which informed and responsible citizens can and should participate in state and national government.	1.B.6-8.2 Explain specific roles played by informed and responsible citizens (e.g. voters, jurors, taxpayers, military service, office holders) in all forms of government.	1.B.9-12.2 Analyze the role of informed and responsible citizens in their political systems and provide examples of changes in civic participation over time.
1.B.PK-1.3 Explain the need for and purposes of rules in various settings such as the family, classroom, and school.	1.B.2-3.3 Explain the need for and purposes of laws in the community and state.	1.B.4-5.3 Examine the purposes of government and laws, as stated in the Constitution of the United States.	1.B.6-8.3 Examine the origins, purposes and impact of constitutions, laws, treaties, and international agreements.	1.B.9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.
1.B.PK-1.4 Explain how rules are made and the consequences for violating those rules.	1.B.2-3.4 Explain and provide examples of the consequences for violating laws in the community or state.	1.B.4-5.4 Explain how laws are made in a democratic society to protect individual freedoms.	1.B.6-8.4 Explain the concept of the rule of law and how limits on government authority guarantee individual liberties.	1.B.9-12.4 Analyze how various governmental powers, responsibilities, and limitations are enacted and have changed over time.



C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1.C.PK-1.1 Describe how people can work together to make decisions in the classroom and school.	1.C.2-3.1 Explain how people can work together to make decisions in their community and state.	1.C.4-5.1 Explain how laws have changed society in the past and present.	1.C.6-8.1 Assess specific laws, both actual and proposed, as means of addressing historic and current national and international problems.	1.C.9-12.1 Analyze historical, contemporary, and emerging means to promote the common good and protect individual rights.
1.C.PK-1.2 Engage in democratic processes to address authentic, real-world problems in the classroom or school.	1.C.2-3.2 Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state.	1.C.4-5.2 Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation.	1.C.6-8.2 Apply a range of deliberative and democratic procedures to debate, make decisions, and propose action about authentic, real-world problems in out-of-school contexts.	1.C.9-12.2 Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in the community and out-of-school contexts.



2. Analyze and Address Authentic Civic Issues

Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues.

A. Students will demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
2.A.PK-1.1 Collaboratively ask and respond to enduring essential questions of common concerns to the student and the community.	2.A.2-3.1 Ask and respond to enduring essential questions of common concerns to the student, the community and the state.	2.A.4-5.1 Create and explore essential questions that are important to others, as well as enduring across the social studies disciplines.	2.A.6-8.1 Investigate and propose answers to essential questions representing enduring issues across the social studies disciplines.	2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.
2.A.PK-1.2 Recognize connections between compelling and supporting questions which help answer an essential social studies question.	2.A.2-3.2 Make connections between compelling and supporting questions which help answer an essential social studies question.	2.A.4-5.2 Identify concepts and ideas from discipline-based compelling and supporting questions that are open to different interpretations.	2.A.6-8.2 Compare points of agreement from reliable information and interpretations associated with discipline-based compelling and supporting questions.	2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline-based compelling and supporting questions.
2.A.PK-1.3 Practice inquiry skills by responding to various levels of open-ended questions on a regular basis.	2.A.2-3.3 Reinforce inquiry skills by asking and responding to various levels of open-ended questions on a regular basis.	2.A.4-5.3 Demonstrate depth of knowledge by developing, exploring, and answering various levels of open-ended questions frequently.	2.A.6-8.3 Develop deeper levels of understanding by questioning ideas and assumptions and identifying inconsistencies or errors in reasoning.	2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.

B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
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<p>2.B.PK-1.1 Discuss local problems and ways in which people are trying to address these problems.</p>	<p>2.B.2-3.1 Identify a range of local and state problems in which people are trying to address these problems.</p>	<p>2.B.4-5.1 Explain the challenges people have faced and the strategies used to address local, regional, or national historical problems.</p>	<p>2.B.6-8.1 Draw upon gathered information to analyze how a specific problem can manifest itself in local, regional, and global levels over time, evaluating options for individual and collective solutions.</p>	<p>2.B.9-12.1 Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional, and global problems; assess individual and collective actions taken to address such problems.</p>
<p>2.B.PK-1.2 With guidance and support, demonstrate understanding of social studies content through completion of authentic tasks and assessments.</p>	<p>2.B.2-3.2 Demonstrate understanding of social studies content through completion of teacher-led authentic tasks and assessments.</p>	<p>2.B.4-5.2 Reinforce understanding of social studies content through teacher-led investigations and the completion of authentic tasks and assessments.</p>	<p>2.B.6-8.2 Demonstrate understanding of social studies content through the development of self-driven investigations and the completion of teacher-led authentic tasks and assessments.</p>	<p>2.B.9-12.2 Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.</p>



3. Acquire, Apply, and Evaluate Evidence

Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
3.A.PK-1.1 Identify a primary source of information and gather basic information from such sources.	3.A.2-3.1 Explain the difference between a primary and secondary source of information and gather basic information from such sources.	3.A.4-5.1 Gather, compare, and analyze information between primary and secondary sources about the past and present.	3.A.6-8.1 Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.	3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.
3.A.PK-1.2 Identify the author and date of a primary source using information found within the source itself with guidance and support.	3.A.2-3.2 Identify the author and date of a primary source using information found within the source itself.	3.A.4-5.2 Identify the intended audience and purpose of an historical primary source from information found within the source itself.	3.A.6-8.2 Draw conclusions regarding the plausible author, date, origin, audience, and purpose of primary sources when not easily identifiable in the source.	3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.
3.A.PK-1.3 With guidance and support, compare two primary or secondary sources about a particular event in history or contemporary events.	3.A.2-3.3 Compare two or more primary or secondary sources about a particular event in history or contemporary events.	3.A.4-5.3 Describe the similarities and differences between multiple historical or contemporary primary sources and their relationships to historical events.	3.A.6-8.3 Use multiple historical or contemporary primary sources to identify further areas of inquiry and additional relevant sources.	3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.



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<p>3.A.PK-1.4 Make simple timelines from given information with guidance and support.</p>	<p>3.A.2-3.4 Make simple timelines and identify immediate cause and effect relationships from given information.</p>	<p>3.A.4-5.4 Create timelines to identify multiple causes and effects from given information.</p>	<p>3.A.6-8.4 Distinguish multiple causation, immediate and long-term cause-effect relationships by constructing timelines which reflect related events.</p>	<p>3.A.9-12.4 Analyze multiple causation and change over time by constructing and interpreting parallel timelines.</p>
<p>3.A.PK-1.5 Discuss possible reasons for an event or development in the past.</p>	<p>3.A.2-3.5 Generate possible reasons for an event or development in the past.</p>	<p>3.A.4-5.5 Explain multiple causes and effects of events and developments of the past or present.</p>	<p>3.A.6-8.5 Distinguish between long-term causes and triggering events on historical developments or contemporary events.</p>	<p>3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.</p>
<p>3.A.PK-1.6 Discuss how individuals and groups have shaped significant historical changes.</p>	<p>3.A.2-3.6 Explain and give examples of how individuals and groups have shaped significant historical changes in the community and state.</p>	<p>3.A.4-5.6 Describe the specific contributions of individuals and groups who have shaped significant historical changes in regional and national events.</p>	<p>3.A.6-8.6 Analyze the roles of specific individuals and groups who shaped historically significant events, both nationally, regionally, and on a global scale.</p>	<p>3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.</p>
<p>3.A.PK-1.7 Identify point of view and give examples relevant to the student’s experiences.</p>	<p>3.A.2-3.7 Define point of view and give examples relevant to the student’s experiences.</p>	<p>3.A.4-5.7 Compare perspectives of individuals and groups during the same historical period.</p>	<p>3.A.6-8.7 Describe multiple factors that influence the perspectives of individuals and groups during historical eras or toward contemporary situations.</p>	<p>3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.</p>
<p>B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.</p>				
<p>PreK-Grade 1</p>	<p>Grades 2-3</p>	<p>Grades 4-5</p>	<p>Grades 6-8</p>	<p>Grades 9-12</p>



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<p>3.B.PK-1.1 Answer geographic questions using geographic information about the student's own community.</p>	<p>3.B.2-3.1 Ask and answer geographic questions, using geographic information about the student's community and state.</p>	<p>3.B.4-5.1 Answer geographic questions by organizing geographic information about regions of the United States from historical as well as contemporary perspectives.</p>	<p>3.B.6-8.1 Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events.</p>	<p>3.B.9-12.1 Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and its present conditions.</p>
<p>3.B.PK-1.2 Create and use basic maps, graphs, and other simple models to identify the physical and human features of the community.</p>	<p>3.B.2-3.2 Create and use maps, graphs, and other simple geographic models to describe the physical and human features of the community and state.</p>	<p>3.B.4-5.2 Create and use maps, data graphs and charts, photographs, and other geographic representations to explain spatial relationships of physical and human places.</p>	<p>3.B.6-8.2 Use multiple mapping techniques and data visuals to create and analyze spatial patterns of environmental and cultural characteristics.</p>	<p>3.B.9-12.2 Compare and analyze complex maps and mapping technologies to explain relationships between the environment and events, past and present.</p>
<p>3.B.PK-1.3 Describe the community's human and physical environment through the use of simple geographic representations and photographs.</p>	<p>3.B.2-3.3 Describe the community and state's human and physical environment through the use of geographic representations, including aerial photographs.</p>	<p>3.B.4-5.3 Analyze the impact of human and physical features of the Earth by drawing conclusions from digital representations, such as aerial photographs and satellite images of our nation and its regions.</p>	<p>3.B.6-8.3 Make connections between spatial patterns of physical and human features of the Earth's surface by interpreting satellite images and using geographic technology.</p>	<p>3.B.9-12.3 Analyze spatial patterns of human and physical environments, using geographic technology, from contemporary and historical perspectives.</p>
<p>3.B.PK-1.4 Identify examples of how humans modify and adapt to their physical environment using its natural resources.</p>	<p>3.B.2-3.4 Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.</p>	<p>3.B.4-5.4 Explain how culture, political, and economic actions can influence the ways people modify and adapt to their environment.</p>	<p>3.B.6-8.4 Explain how cultural patterns, political and economic decisions can affect the physical environment, including how places and regions change over time.</p>	<p>3.B.9-12.4 Evaluate the extent to which political and economic decisions have had significant historical and global impact on human and physical environments of various places and regions.</p>



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<p>3.B.PK-1.5 Discuss how the physical environment impacts our daily lives and affects human activities.</p>	<p>3.B.2-3.5 Describe how the physical environment impacts our daily lives and affects human activities in the past and present.</p>	<p>3.B.4-5.5 Explain how environmental factors affected historical events and continue to impact contemporary human activities.</p>	<p>3.B.6-8.5 Explain the influences of multiple environmental factors on historical events and current situations, which provide both opportunities and limitations on human development.</p>	<p>3.B.9-12.5 Analyze the connections between historical events and the geographic contexts in which they have occurred, including the causes and processes of environmental changes over time.</p>
<p>3.B.PK-1.6 Discuss why and how people and goods move from place to place.</p>	<p>3.B.2-3.6 Describe how the movement of resources, people, goods, and ideas move, connecting communities.</p>	<p>3.B.4-5.6 Describe the spatial patterns of economic activities caused by interactions with other places.</p>	<p>3.B.6-8.6 Explain how changes in transportation, communication, and technology affect the diffusion of ideas.</p>	<p>3.B.9-12.6 Evaluate how globalization and the expanding use of scarce resources contribute to conflict and cooperation.</p>



C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
3.C.PK-1.1 Collaboratively gather simple economic data from charts and tables.	3.C.2-3.1 Gather basic economic data from various types of graphs and charts.	3.C.4-5.1 Interpret and draw conclusions from economic data on charts and graphs.	3.C.6-8.1 Analyze, interpret, and compare economic data from multiple charts and graphs.	3.C.9-12.1 Evaluate economic data from charts and graphs, noting trends and making predictions.
3.C.PK-1.2 Describe freedom of choice when determining needs and wants.	3.C.2-3.2 Describe freedom of choice when determining needs and wants in a free market.	3.C.4-5.2 Explain how the concepts of supply and demand operate in a market economy, using historic and contemporary examples.	3.C.6-8.2 Compare the advantages and disadvantages of different types of economic systems.	3.C.9-12.2 Analyze the ways in which incentives and resource availability influence what is produced and distributed in different types of economic systems.
3.C.PK-1.3 Discuss the concept that personal decisions have costs and benefits.	3.C.2-3.3 Give examples of costs and benefits resulting from personal economic decisions.	3.C.4-5.3 Identify positive and negative incentives that influence economic decision making.	3.C.6-8.3 Describe alternative solutions to current economic issues in terms of benefits and costs for different groups.	3.C.9-12.3 Construct arguments using a combination of evidence for or against an approach or solution to an economic issue.
3.C.PK-1.4 Identify examples of the goods and services that school and community workers provide.	3.C.2-3.4 Describe examples of the goods and services that local and state governments provide.	3.C.4-5.4 Analyze the role of innovation and entrepreneurship in a market economy.	3.C.6-8.4 Evaluate how the advancements in technology impact economic growth and standard of living.	3.C.9-12.4 Evaluate the impact of government policies on market outcomes at national and global levels, past and present.
3.C.PK-1.5 Explain why people in the community trade goods and services with people in other communities.	3.C.2-3.5 Describe why people in one country trade goods and services with people in other countries.	3.C.4-5.5 Explain how trade influences growth and progress of nations.	3.C.6-8.5 Explain how trade impacts standard of living and leads to economic interdependence.	3.C.9-12.5 Analyze the possible consequences, both intended and unintended, of government policies on markets and international trade.



4. Read Critically and Interpret Informational Sources

Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
4.A.PK-1.1 Locate the main idea and supporting details of a text.	4.A.2-3.1 Locate and paraphrase the main idea and supporting details of a text (e.g. primary and secondary sources.)	4.A.4-5.1 Quote accurately from a text when explaining the text explicitly and when drawing inferences from the text.	4.A.6-8.1 Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.	4.A.9-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.
4.A.PK-1.2 Use titles and graphic features, including photographs and illustrations, to understand a text.	4.A.2-3.2 Use graphic features of a text, such as photographs, titles, headings, subheadings, charts, and graphs, to understand content.	4.A.4-5.2 Use information from multiple print or digital sources (e.g. timelines, maps, graphs, political cartoons, images) to answer a question.	4.A.6-8.2 Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.	4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
4.A.PK-1.3 Acquire new academic vocabulary and relate new words to prior knowledge.	4.A.2-3.3 Acquire new academic vocabulary; relate new words to prior knowledge, and apply vocabulary in social studies.	4.A.4-5.3 Acquire and use appropriate academic vocabulary and phrases in a social studies context.	4.A.6-8.3 Acquire, determine the meaning, and appropriately use academic vocabulary and phrases used in social studies contexts.	4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.



B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
4.B.PK-1.1 Explain and discuss the author’s purpose, with guidance and support.	4.B.2-3.1 Identify the author’s purpose, including what the author wants to answer, explain, or describe in primary and secondary informational texts.	4.B.4-5.1 Determine an author’s purpose and draw conclusions to evaluate how well the author’s purpose was achieved.	4.B.6-8.1 Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.	4.B.9-12.1 Evaluate the extent to which historical, cultural, and/or global perspectives affect an author’s stated or implied purpose.
4.B.PK-1.2 Locate facts that are clearly stated in a text (e.g. who, what, where, when, why, and how).	4.B.2-3.2 Locate facts (e.g. who, what, where, when, why, and how) to demonstrate an understanding of key details in a text.	4.B.4-5.2 Distinguish fact from opinion in non-fiction text and investigate facts for accuracy.	4.B.6-8.2 Evaluate textual evidence to determine whether a claim is substantial or unsubstantial.	4.B.9-12.2 Evaluate authors’ points of view, potential bias, and how authors can reach different conclusions regarding the same issue.
4.B.PK-1.3 Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a social studies text.	4.B.2-3.3 Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.	4.B.4-5.3 Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in diverse groups and whole class settings.	4.B.6-8.3 Engage in collaborative discussions and debates about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.	4.B.9-12.3 Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.



5. Engage in Evidence-Based Writing

Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.

A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
5.A.PK-1.1 Draw, label, dictate and write a narrative with guidance and support.	5.A.2-3.1 Compose narratives which introduce a topic, use facts to develop the topic, and provide a concluding statement.	5.A.4-5.1 Compose narratives to develop and examine a topic in social studies, using information appropriately in a structured format.	5.A.6-8.1 Compose narratives incorporating point of view, the use of an appropriate structure of ideas, and application of information.	5.A.9-12.1 Compose narrative writing, when appropriate to a given purpose or task, citing evidence from informational texts.
5.A.PK-1.2 Draw, label, dictate, and write an informative product with guidance and support.	5.A.2-3.2 Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details.	5.A.4-5.2 Compose informative essays and written products by introducing and developing a topic, incorporating evidence (e.g. facts, examples, details) and maintaining an organized structure.	5.A.6-8.2 Compose informative essays and other written products about social studies topics, incorporating evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.	5.A.9-12.2 Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.
5.A.PK-1.3 With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.	5.A.2-3.3 Express an opinion about a topic by composing a written product and providing logical reasons as support.	5.A.4-5.3 Clearly state an opinion through written products, supported by commentary including examples, details, and reasoning.	5.A.6-8.3 Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and commentary from credible sources.	5.A.9-12.3 Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.
5.A.PK-1.4 Express ideas independently through a	5.A.2-3.4 Write independently over extended	5.A.4-5.4 Write independently over extended	5.A.6-8.4 Write independently over extended	5.A.9-12.4 Write independently over extended



Oklahoma Academic Standards for Social Studies Appendix A

combination of drawing and emergent writing.	periods of time (e.g. time for research and reflection) and for shorter time frames (e.g. single sitting).	periods of time and for shorter time frames to communicate with different audiences for a variety of purposes.	periods of time and for shorter time frames, varying modes of expression to suit audience, purpose, and task and/or to analyze different perspectives.	periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.
B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.				
PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
5.B.PK-1.1 With guidance and support, generate a list of topics of interest and questions about social studies.	5.B.2-3.1 Generate a list of topics of interest and individual questions about a specific topic in social studies.	5.B.4-5.1 Formulate a viable research question related to expanding knowledge of social studies concepts.	5.B.6-8.1 Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.	5.B.9-12.1 Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.
5.B.PK-1.2 Organize information found during group research, using graphic organizers and other aids with guidance and support.	5.B.2-3.2 Organize information found during group or individual research, using graphic organizers or other aids.	5.B.4-5.2 Organize information from research, quoting accurately from the source, avoiding plagiarism.	5.B.6-8.2 Quote, paraphrase, and summarize findings, avoiding plagiarism.	5.B.9-12.2 Integrate quotes, paraphrase, and summaries of research findings into writing while avoiding plagiarism.
5.B.PK-1.3 With guidance and support, create a simple presentation, using audio, visual, or multimedia tools to communicate ideas and thoughts.	5.B.2-3.3 Create a simple presentation, using audio, visual, and/or multimedia tools to communicate ideas and thoughts.	5.B.4-5.3 Create presentations that integrate visual displays and other multimedia to enrich the presentation.	5.B.6-8.3 Select, organize, and create presentations using multi-modal content (variety of written oral, visual, digital, or interactive texts) encompassing different points of view.	5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.