

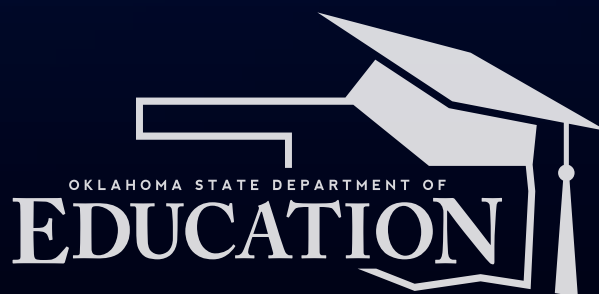


IMPLEMENTATION GUIDE

Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL





JANET BARRESI
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

OKLAHOMA STATE
DEPARTMENT OF EDUCATION

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**“NOBODY WORKS HARDER AT LEARNING
THAN A CURIOUS KID.”**

THOMAS L. FRIEDMAN, FROM *THE WORLD IS FLAT*

IMPLEMENTATION GUIDE

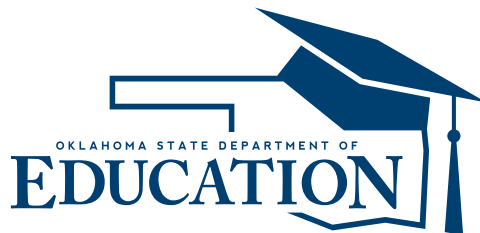
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
2012

JANET BARRESI, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT OF EDUCATION



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A Message From State Superintendent Janet Barresi

Oklahoma can be a leader in education, but only if we are committed to new fundamentals for the 21st Century – and to an unambiguous goal. I've issued a call to the State: By the year 2020, each student graduating from an Oklahoma high school must be college, career, and citizen ready. I call it the C³ Plan, building on the success of a slate of reforms now being implemented.

The C³ Plan sets the stage for Oklahoma to win the competition for excellence. To that end, the Oklahoma State Department of Education has developed a more vigorous social studies framework focused on citizenship literacy. We call these the *Oklahoma C³ Standards for the Social Studies*. By law, our state's standards of learning must be updated every six years in each subject area. These updates occur on a cyclical basis for each subject area. In the fall of 2011-12, Oklahoma convened a committee to review the previous *PASS (Priority Academic Student Skills) Standards for Social Studies* and to update them. The *Oklahoma C³ Standards for the Social Studies* presented here reflect the strengths of the previous *PASS* Standards, as well as some new content and literacy skills that prepare for more rigorous requirements in the future.

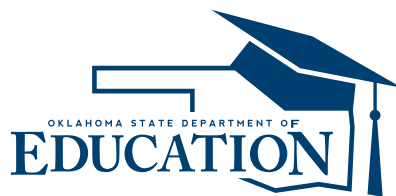
The *Oklahoma C³ Standards for the Social Studies* focus educators and students on the priority of citizenship development so they both appreciate and understand the exceptional nature of American history, the role of the Founding Fathers, our system of government, and our freedoms. These sets of skills and knowledge bases are essential for our students, so they may fully participate in our nation's economy and political processes.

The goal of public education in Oklahoma and the nation is to prepare all students for advanced studies at the collegiate level or to enter the national workforce competently equipped, and regardless of the life path the student chooses, to be a literate citizen. Our state's education system should foster citizens who can think critically and engage in the civic life of their community, the state, and nation. All Oklahoma students must become literate citizens to become effective, productive, and engaged participants in both our nation's economic and political systems. We must be diligent and purposeful in encouraging citizenship literacy among our youngest citizens. Students should understand the unique and special nature of the nation in which they live, what President Ronald Reagan in his farewell address called "the shining city upon a hill." We cannot afford to raise a generation of civic amnesiacs, or we will have failed in passing the torch of freedom to the next generation.

Citizenship readiness is the responsibility of the entire Oklahoma public education system. Citizenship education must occur across all subject and discipline areas. Citizenship education is at once a part of both the formal curriculum and the informal school environment. There is a basic set of civic dispositions and knowledge our students must learn in our classrooms in all subjects and especially in the social studies classrooms. Informal citizenship education begins with parents, the most important educators of all, and continues within the school hallways, in the lunchroom, on the courts and fields of sporting events, and on the playground. The social studies disciplines have a unique responsibility in developing literate citizens. That is the chief aim of all social studies educators. All four of the social studies disciplines of civics/government, economics, geography, and history are especially tasked to focus on the concepts, civic dispositions, skills, and specialized knowledge our students need to develop to take upon themselves the office of citizen.

Join me in encouraging responsible and informed citizens for the new century. Join me in ensuring that all Oklahoma students are college, career, and citizen ready — and that the torch of freedom is lit for our students to carry forward.

Janet C. Barresi
State Superintendent of Public Instruction
Oklahoma State Department of Education



I. Overview of the Social Studies Disciplines: *The Core Four*

■ What Is Social Studies and Why Is It Important?

Recently, a national task force defined Social Studies as:

“The Social Studies is an interdisciplinary exploration of the social sciences and humanities, including civics, history, economics, and geography in order to develop responsible, informed and engaged citizens and to foster civic, global, historical, geographic, and economic literacy.”¹

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

“...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”²

The aim of social studies is the promotion of civic competence — the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged citizens in public life. Although civic competence is not the only responsibility of social studies or exclusive to the field, it is more central to social studies than to any other subject area. By making citizenship literacy a central aim, Oklahoma has long recognized the importance of educating students who are committed to the ideas and values of democracy and use them in their daily lives. Having a literate citizenry rests on this commitment to democratic values and practicing them. It requires the ability to use knowledge about one’s community, nation, and world; to apply inquiry processes; as well as 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.³

Oklahoma schools teach social studies in PreK–Grade 12. As a subject area, social studies may be challenging to define because it is at once multidisciplinary and interdisciplinary. Social studies may be taught as a blend of history, geography, civics, economics, and government in one class, perhaps titled *social studies*, or it may be taught as a series of separate discipline-based classes such as United States History, World Geography, or Economics. Regardless of how it is presented, social studies as a field of study incorporates many disciplines in an integrated fashion, and is designed to promote citizenship literacy. Civic competence is the knowledge, skills, and disposition required of students to be able to become literate citizens and be able to fully participate in the civic and economic arenas at home and abroad.

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, (i.e., literate citizens) in this democratic republic – the United States of America.

■ Core Content Areas

A foundational curriculum concentrates on the following social studies core content/subjects: history, geography, civics/government, and economics.

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 the student understand the “how and why” of past societies’ successes and consequences of their choices. By studying the choices and decisions of the past, students can confront today’s problems and choices with a deeper awareness of their alternatives and likely consequences. This content area typically appears in courses and units focusing on Oklahoma history, United States history, regional histories, world history, and general social studies.

GEOGRAPHY has more to do with asking questions and solving problems than with rote memorization of isolated facts of place names and location. It is the study of the earth’s surface and the processes that shape it, the relationships between people

The aim of social studies is the promotion of civic competence — the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged citizens in public life.

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. This content area typically appears in courses and units dealing with hemispheric geography, world geography, history, and general social studies.

CIVICS AND GOVERNMENT give students a basic understanding of civic life including being responsible and engaged in politics and government. They help 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 and government is to develop literate, informed, competent, and responsible citizens who are politically aware and active and committed to the fundamental values and principles of American constitutional democracy.

ECONOMICS provides students with an understanding of how individuals, communities, states, and nations allocate their sometimes 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 democratic market economy functions which better prepares them to be producers, consumers, and citizens. This

content area typically appears in courses and units dealing with civics, political science, American government, law, economics, problems of democracy, and general social studies.

Oklahoma schools must provide strong course offerings in these core content areas. Students need a solid basis in history, geography, economics, and government to live and work in their communities. The key goal of social studies is civic literacy leading to knowledgeable, responsible, involved, and participating citizens. Together the core content areas develop and build:

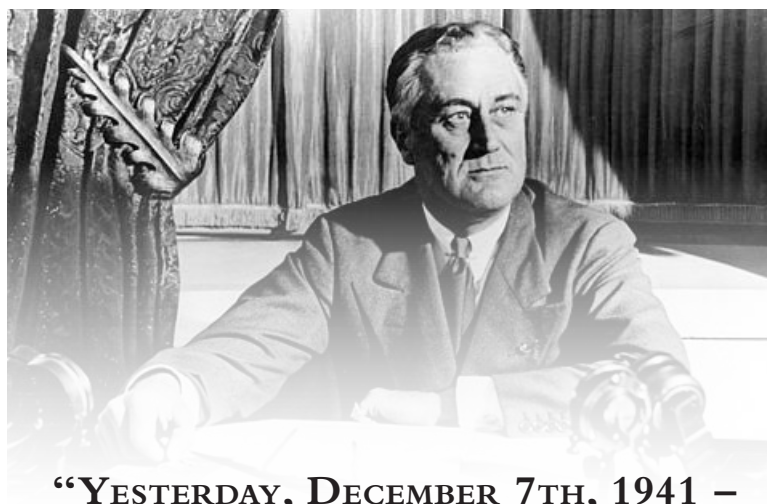
- a sense of the history, geography, civics/government, and economics disciplines and the connections across them;
- an understanding of their place within the world in the context of human history, geography, and political and economic life; and,
- an understanding of a citizen's role and responsibility within the community, state, nation, and world.

■ Notes

¹ <http://www.socialstudies.org/commonstandards>. Accessed December 17, 2011.

² The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, *Expectations of Excellence: Curriculum Standards for Social Studies*, Washington, D.C., NCSS, 1994. p. 3.

³ <http://www.socialstudies.org/standards/introduction>. Accessed December 17, 2011.



**“YESTERDAY, DECEMBER 7TH, 1941 –
A DATE WHICH WILL LIVE IN INFAMY...”**

**PEARL HARBOR ADDRESS TO THE NATION
FRANKLIN ROOSEVELT**

II. Coherency Storyline Overview

Kelly S. Curtright, Director of Social Studies Education
Oklahoma State Department of Education

■ Coherency Storylines

Coherency Storylines have been used for the first time in Oklahoma in designing the *Oklahoma C³ Standards for the Social Studies*. Coherency Storylines are a set of *storylines* selected to advance and develop the telling of a *curriculum story*. Coherency Storylines are very fine-grained *curriculum threads* that elaborate, illuminate, and illustrate a larger subject strand such as *Economic Opportunity in United States History*. Coherency Storylines may be used within a single grade level or course, across a grade band, within the spectrum of a multi-grade level subject like United States history, and/or across the entire curriculum framework PreK–12.

The purpose of Coherency Storylines is to provide a structure to design a curriculum framework. Coherency Storylines are more specific in nature than strands such as geography, history, etc. and finer grained than content themes like *Power, Authority, and Governance*. They function as true curriculum threads within a discipline strand (history, geography, etc.), as well as across the several social studies disciplines strands. They can be made very finely focused and even be thought of as *curriculum fibers*. Curriculum fibers when woven by purposeful design comprise a coherent curriculum strand. Coherency Storylines act as a *plumb line* by which the placement of social studies content expectations within the curriculum framework can be more objectively selected or omitted.

Coherency Storylines give *unity of story* within subject disciplines, strands, and courses. Coincidentally, Coherency Storylines allow transcendency of story across themes, strands, and the entire curriculum framework PreK–12. Coherency Storylines are threads that provide color, weave, and texture to the curriculum fabric. Taking the analogy of curriculum as a fabric, we can illustrate the concept by asserting that the Coherency Storylines operate by giving function, pattern, and unity of design to the curriculum framework. They provide purpose to the curriculum stories within and across grade levels and multi-grade content and provide a *transcendancy of design*.

An example of this is the Coherency Storyline of *The Foundation, Formation, and Transformation of the American System* within United States History. This Coherency Storyline spans the United States History curriculum in Grade 5, Grade 8, and High School. This Coherency Storyline, when pulled through those three distinct parts of the United States history

curriculum, provides a plumb line by which specific United States history content may be included or excluded. The Coherency Storyline guides content selection based upon the discussion and decision of whether it *develops* the storyline or *distracts* from the storyline. This thread should be more finely focused only on the political aspects or the economic features of the American system making them a curriculum fiber, or these two fibers can be combined for a more specific Coherency Storyline bi-focus thereby creating a coherent strand.

This Coherency Storyline functions in the lower elementary level to introduce early learners to American civics and history topics like notable Americans and to guide the selection of high-interest non-fiction reading series of foundational, formational, and transformational events in American history, or even the selection of basic domain specific vocabulary terms. Additionally, this Coherency Storyline could guide the selection in the lower elementary grades of national symbols, national historic landmarks, national parks, patriotic music, and national holidays/observances.

What is essential in the use of Coherency Storylines is the parameter descriptor. The Coherency Storyline's purpose needs to be focused and tightly designed. It should tell specifically the kinds of content to be associated with the Coherency Storyline and what cannot be used as it would cause the Coherency Storyline to diverge from its storyline. Content expectation should be held to the standard of “Was the event, person, group, document, etc. *significant and key* to the founding of the nation, to the formation of the nation, and in the continuing transformation of the nation?” The main consideration to answer is “*Was this person or event systemic changing?*” If the specific content was key and significant, then it should be very seriously considered for inclusion in the standards/framework as it helps develop the historic storyline. Conversely, if it did not lead to system-wide change(s), then it should not be included as it is probably minor in comparison. It most likely distracts from the primary storyline. With that in mind, individuals, groups, events, documents, etc. may be interesting to study in their own right but should be included only for their significant and key impact upon the American system. To include any interesting person just because the standards do not have a person from a particular “demographic group” is insufficient cause for inclusion because it is *gratuitous inclusion*. It results in a weakened historic narrative. The use of Coherency Storylines elevates the decision-making process to one of significance and relevance.

To follow this line of design reasoning, consider the following: in the formation and transformation of the United States, many treaties could be included in the curriculum framework.

Treaties often covered several topics but often served a particular purpose such as the cessation of fighting, settling territorial disputes, trade rights, etc. Look at the top two treaties included in Figure 1.

Now, a series of questions needs to be considered to help determine if this specific content should be added to the framework.

- In what ways was each event systemic changing?
- Should both treaties be included in the framework?
- Should both be excluded?
- Should one be included and the other excluded?
- If so, which one?
- Why? Justify with historical evidence and reasoning.

The decision should be justifiable with historic reasoning as to why the selected content was systemic changing.

Since the focus of the Coherency Storyline is the political foundation, formation, and transformation of the American system, the Louisiana Purchase of 1803 would be very appropriate, where as the Kellogg-Briand Pact of 1928 would not be nearly as appropriate as all major signators were at war with each other within a decade.

Consider the topic of events and treaties relating to the American Indian experience. There are so many treaties with all of the tribes spanning American history that selecting appropriate treaties is a real curriculum content challenge. Taking the line of reasoning from above and using Figure 1, which one should be included to support the primary storyline –



Figure 1

the *Indian Removal Act of 1830* or the *Treaty of Dancing Rabbit Creek*? Many scholars would say that since the *Indian Removal Act* was the primary basis for all subsequent land cessions and removal treaties with the numerous American Indian nations that it was the signature transformative event in changing the American



Figure 2

system for both whites and the American Indian nations. Based upon the use of the Coherency Storyline, the committee literally came to the conclusion as illustrated in Figure 2.

The following Secondary Coherency Storylines are for use in Pre-K–12 United States History, Oklahoma Studies, United States Studies: Regional Geography and History, Oklahoma History, and United States Government.

<p>For use in U.S. History E Pluribus Unum: The American Experience</p> <p>Economic Opportunity: Entrepreneurs, Inventors, Industrialists, and Labor</p> <p>Freedom for All: Securing Rights and Defining Responsibilities</p>	<p>For use in World History Raiders, Traders, and Space Invaders: Cultural Interactions, Economic Developments, and the Struggle for Land and Resources</p> <p>The Why of Where: Places, Patterns of Settlement, and Global Interactions</p>	<p>For use in Geography Grades 4, 6, 7, and High School The Why of Where: Places, Patterns of Settlement, and Global Interactions</p>	<p>For use in Economics Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship</p> <p>Economic Opportunity: Entrepreneurs, Inventors, Industrialists, and Labor</p>	<p>For use in U.S. Government Foundations, Formations, and Transformations of the American System Politically and Economically</p> <p>Freedom for All: Securing Rights and Defining Responsibilities</p>
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Table 1

■ The Primary Coherency Storyline for the Oklahoma C³ Standards for the Social Studies

The Coherency Storyline, *The Foundation, Formation, and Transformation of the American System*, is THE storyline for the entire social studies framework as it operates as a plumb line that pulls the entire curriculum framework towards the goal of developing literate citizens. It provides unity of story for the entire framework and focuses on key ideas, events, people, groups, and concepts that laid the foundations for the 13 British colonies becoming the United States. This primary Coherency Storyline gives transcendence of the narrative across the grade levels and across the several social studies disciplines of history, civics/government, geography, and economics. This Coherency Storyline provides purpose, pattern, and unity of design to the entire *Oklahoma C³ Standards for the Social Studies* framework. The Coherency Storyline will be spun into a tighter “curriculum thread” by adding focused specificity through a bi-focus on *The*

Foundation, Formation, and Transformation of the American System. This bi-focus does not preclude the strand of geography as historic geography is a presumed part of the historic narrative. The bi-focus on the political and economic systems does not ignore the social development of the 13 original British colonies, the beginning American nation, and country as it grew and changed over the past 400 plus years. In fact, political events, developments, and decisions had social implications and impact. The same is true in the economic realm.

■ Secondary and Supporting Coherency Storylines

The following secondary and supporting Coherency Storylines have been selected to elaborate, illuminate, and illustrate the primary Coherency Storyline of *The Foundation, Formation, and Transformation of the American System*. They will also be used in the other core discipline courses of history, geography, citizenship, and economics.



**“ASK NOT WHAT YOUR COUNTRY CAN DO FOR YOU –
ASK WHAT YOU CAN DO FOR YOUR COUNTRY.”**

JOHN F. KENNEDY

III. Common Core Literacy Standards Information: Introduction and Overview

The *Common Core State Standards for History/Social Studies Literacy* are to be used for designing and delivering social studies instruction and learning in all grades and courses both required and elective in all Oklahoma public schools.

The Common Core State Standards (CCSS) K–5, the CCSS 6–12 for Literacy in History/Social Studies and the Social Studies *PASS* have become one document in the new *Oklahoma C³ Standards for the Social Studies*. The social studies process skills from the *PASS* and the literacy skills from the CCSS have been combined to create the Process and Literacy Skills (PALS) for Learning in the elementary grades. Additionally, verbiage from the CCSS Social Studies Literacy Standards has been incorporated and merged where appropriate into the social studies content standards and objectives in all elementary and secondary grades or courses. **In PreK – 5, the CCSS standards that have the most direct bearing on social studies learning have been identified, adapted, and modified for instructional purposes in the social studies classroom. Consult the *OC³ Standards for English/Language Arts for the full text and complete list of the elementary standards.*** Not all CCSS literacy standards were deemed appropriate for inclusion in the framework as they were more general in nature to reading in social studies, science, and/or the technical subjects. The sequence in numbering of the PALS follows the CCSS numbering; not all CCSS standards were directly applicable, so numbering may not be sequential in the *OC³ Standards for the Social Studies* text.

Where CCSS are adapted into the elementary *Oklahoma C³ Standards for the Social Studies*, the standard or objective is followed by a parenthetical notation correlating the social studies content and the CCSS Literacy Standard. The Subcommittee on Literacy determined that this framework would include only the CCSS standards for using informational texts as this is the major type of texts used in social studies. CCSS Reading Informational Text is denoted as CCRIT, CCSS Writing is denoted as CCW, and CCSS Speaking and Listening is denoted as CCSL. Each abbreviation is followed by a number denoting which CCSS standard is being correlated to the *Oklahoma C³ Standards for the Social Studies* content (e.g., CCRIT 3, CCRIT 6, CCW 7, etc.).

■ Common Core Literacy Standards in Social Studies Secondary Core and Elective Courses

The CCSS for Reading and Writing Grades 6–12 standards are to be used in all social studies core and elective courses offered in all Oklahoma public middle/junior high and high schools and accredited private middle/junior and high schools in Grades 6–12.

When a core or elective social studies course is taught at the 9th–10th grade levels, then the CCSS for Reading and Writing Grades 9–10 must be used for social studies literacy instruction in those courses. Likewise, if a core or elective social studies course is taught at the 11th or 12th grade levels, then the CCSS for Reading and Writing Grades 11–12 must be used for social studies literacy instruction in those courses.



WE THE PEOPLE
OF THE UNITED STATES, IN ORDER TO FORM A MORE PERFECT
UNION, ESTABLISH JUSTICE, INSURE DOMESTIC TRANQUILITY,
PROVIDE FOR THE COMMON DEFENCE, PROMOTE THE GENERAL
WELFARE, AND SECURE THE BLESSINGS OF LIBERTY TO
OURSELVES AND OUR POSTERITY, DO ORDAIN AND ESTABLISH
THIS CONSTITUTION FOR THE UNITED STATES OF AMERICA.

IV. Changes to the *Oklahoma C³ Standards for the Social Studies*

The Social Studies *PASS* became administrative law for the state's public schools in the winter of 1993. It was implemented beginning with the 1993–1994 academic year. It has been revised in 1996, 1999, and 2002. The High School United States History was revised in preparation for the implementation of the *Achieving Classroom Excellence* (ACE) graduation requirements in 2009. In March 2010, new objectives were added to the high school courses of Oklahoma History, United States History, and World History dealing with the topics of the Oklahoma City bombing, international terrorism, and the continued globalization of the world. Other than these instances, the Social Studies *PASS* standards have had no major revision since 2002. In the intervening years, however, several curricular and assessment issues have come to light and new research has indicated the need for revisions. With the adoption of the CCSS in 2010, it became apparent that the two sets of curriculum frameworks needed to be merged. This goal was realized with the review and revision of the then current social studies standards. This merging of the CCSS for Literacy in History/Social Studies and the Social Studies *PASS* has been renamed the *Oklahoma C³ Standards for the Social Studies*.

■ The 2011–2012 C³ Standards for the Social Studies Review and Revision Committee

In the fall of 2011, the Oklahoma State Department of Education, in a determined effort to get public school educators' input at a grass-roots level, convened the single largest curriculum standards review committee for any subject area. Sixty-five social studies educators, curriculum specialists, principals, district superintendents, higher education specialists, museum educators, social studies organization representatives, tribal members, and community members met for five days of in-depth discussions on the direction the Social Studies *PASS* should go, and worked on possible revisions for all grades and courses. Twelve subcommittees met over the course of five days and reviewed all grade levels and all social studies standards, and suggested new standards for high school psychology, sociology, and social studies literacy, PreK–12. Classroom teachers, PreK to High School, comprised 37 of the 65 members. In addition, public school personnel including curriculum specialists, principals, and superintendents, made up about two-thirds of the committee.

■ The Differences Between the 2012 *Oklahoma C³ Standards* Revision and the 2002 Version

The 2011–12 Oklahoma Standards for the Social Studies Review and Revision Committee made several significant suggestions for the revision of the state's social studies curriculum framework, and the result is a new robust, vigorous social studies curriculum framework with high expectations for what Oklahoma students should be able to do and know as literate citizens. The older social studies curriculum framework has grown from being a rigorous curriculum to an engaging, challenging, and vigorous curriculum. Following is a summary of the changes that have been incorporated in this version of the *Oklahoma C³ Standards for the Social Studies*.

- 1 The use of a new curriculum design principle called Coherency Storylines brings a new *unity, specificity, and transcendency* to the content of the Social Studies curriculum framework. Oklahoma is the first state to use a new curricular design technique and innovation titled Coherency Storylines. The Coherency Storyline approved for use by the committee is *The Foundation, Formation, and Transformation of the American System*.
- 2 The Coherency Storyline drove all aspects of the committee's decisions and recommendations including a move away from the old "expanding horizons" framework in the lower elementary levels, a unity of content in the United States history curriculum (PreK–High School), and the specific content for inclusion or exclusion in each grade or course.
- 3 The use of the Coherency Storyline convinced the committee to move away from the old expanding horizons framework in the PreK–3 grade levels. The committee recognized the need for a framework focused on citizenship development and the introduction of basic American history, geography, and economic concepts. Early Childhood and Early Elementary educators will see a marked difference in content and organization including the use of biographies of notable Americans; place-based learning including national historic places, monuments, and landmarks; patriotic symbols; and the character traits of notable Americans. Grades PreK–3 each have a focused theme that aids in the initial development of citizenship knowledge and skills.

- 4 This is the first time in Oklahoma there has been a completely unified social studies curriculum framework, PreK–12. Previously, there were three separate social studies documents, PreK, K, and Grades 1–12. With the 2011–2012 revision and reorganization which was based upon the use of the Coherency Storyline, the decision was made to combine all 18 chapters of the social studies framework into one cohesive document.
- 5 Grade 3 will have increased content vigor and student interest in Oklahoma studies through focusing on a study of Oklahoma’s history, geography, and notable Oklahomans. This is a more robust and comprehensive treatment of Oklahoma than under the current Social Studies *PASS* which had only one standard devoted to it.
- 6 The upper elementary curriculum was redesigned as United States Studies. Grade 4 focuses on United States Regional Geography and History, while the Grade 5 United States Studies focuses solely on the foundations and formation of the United States covering the periods 1607–1806.
- 7 Grade 4 is the first of three grades dedicated to geographic knowledge and skill development between Grades 4–7. Grade 4 will be the first grade level in the upper elementary to focus on United States Studies and will lead the student in exploring the nation through regional geography and history. The European explorers will be covered in a regional historic approach as the Native Americans and Europeans came into contact within the respective regions.
- 8 Grade 5 United States Studies will focus solely on the foundation and formation of the United States covering 1607–1806. The course starts with the English settlement of Virginia and will conclude with the first transformative events in early United States history – the Louisiana Purchase and the Lewis and Clark Expedition. These signature events that begin and conclude the fifth-grade curriculum framework were selected based on *The Foundation, Formation, and Transformation of the American System* Coherency Storyline. This new scope removes a total of 159 years from the previous fifth-grade *PASS* framework. The Grade 5 Criterion-Referenced Test (CRT) in Social Studies will cover the time frame from Jamestown, 1607 through the ratification of the *United States Constitution* and the adoption of the *Bill of Rights* on December 15, 1791.
- 9 The middle level saw significant redesign of Grades 6 and 7. The committee recommended increasing and expanding geography skills and content into both grades with Grade 6 covering the Western Hemisphere and Grade 7 covering the Eastern Hemisphere. These two grades complete the formal geography education for Oklahoma students that has its foundation in fourth grade.
- 10 Grade 8 United States History begins with the *Albany Plan of Union* in 1754, the signal event of colonial unification, and covers events of 1754 to 1877. There is a strong emphasis on the revolutionary and early federal eras. The statewide CRT will cover from the *Albany Plan of Union* through the assassination of President Lincoln, 1754 to 1865.
- 11 All high school history courses require students to study the most recent periods of history ending with the present. The United States History, Oklahoma History, and World History courses have reduced scopes of content in the earlier time periods, altered the timeframes of coverage, and given greater content weight to the end of the courses. The rationales behind these moves include the desire that Oklahoma students should not only continue to know the important traditional aspects of history but that they should also study the more recent history that has directly shaped the world and culture in which they now live.
- 12 C³ Standards were designed for Psychology and Sociology. New standards were developed for these two subject areas as both are considered core to social studies at the national level, and state standards for these two areas were originally proposed by the Oklahoma Curriculum Committee in August 1990. Also, there is a combination licensure test for these two disciplines.
- 13 Economics has been rewritten to focus on essential economic concepts that can be taught in a one-semester course. The *Oklahoma C³ Standards for Personal Financial Literacy* are separate from this general economics framework.
- 14 Oklahoma History and Government is more robust in content. There is a greater emphasis on Oklahoma’s more contemporary history. A new standard and objectives were added covering Oklahoma state, tribal, and local governments.
- 15 The United States Government course has been unified and clarified with an emphasis on the Founding Era and its documents in alignment with *The Foundation, Formation, and Transformation of the American System* Coherency Storyline.

16 The High School United States History course scope was changed to cover 1878 to the present. The course begins with an emphasis on the transformative Reconstruction Amendments as the basis for understanding much of the subsequent domestic events in United States history. The new scope of the assessment will begin with the three Reconstruction Era amendments and conclude with the transformative events and immediate effects of the 9/11 attacks.

17 World History has been redesigned completely with an emphasis on contemporary history, while still acknowledging the key contributions and lasting impact of ancient cultures that continue to affect today's events. The number of standards and objectives has been reduced from 78 in the 2002 Social Studies *PASS* to 39 standards and objectives in the *Oklahoma C³ Standards* version. The course will begin with the enduring philosophical and religious contributions from the ancient and classical eras, but the substance of content will begin approximately at 1500 CE.

18 The High School Geography was rewritten to focus on human, cultural geography. The Advanced Placement Human Geography course outline provided an organizing framework around which entirely new standards and objectives were designed.

19 The social studies process skills from *PASS* and the literacy skills from the CCSS have been combined to create the PALS for Learning for the elementary levels, PreK–5. The secondary social studies process skills from the 2002 framework were replaced by the recently adopted *CCSS for Literacy in History/Social Studies*. Additionally, verbiage from the CCSS was incorporated where appropriate into the social studies content standards and objectives at all levels, PreK–12.

20 Looking forward to the creation of state assessments that will assess students' writing in the social studies, the decision was made to only place asterisks (*) on three of the history standards at Grade 5, Grade 8, and the High School United States history frameworks. The three content standards and their objectives were identified for teaching after the statewide assessments have been administered. Below is the scope and sequence of the social studies curriculum for Oklahoma public schools based upon the *Oklahoma C³ Standards for the Social Studies*.



**I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED
STATES OF AMERICA, AND TO THE REPUBLIC FOR WHICH
IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE,
WITH LIBERTY AND JUSTICE FOR ALL.**

V. An Assessment of the Impact of the New *Oklahoma C³ Standards for the Social Studies* on the Statewide Social Studies Assessments for 2012-2013

Judy Godwin, ELA/History Assessment Specialist

The purpose of this section of the *Implementation Guide* is to communicate with districts the testing plan for the *Oklahoma C³ Social Studies Standards* on state assessments for the 2012-2013 school year. The new *Oklahoma C³ Standards for the Social Studies* are to be implemented for the 2012-2013 school year and all four social studies state assessments will be aligned to new standards and objectives.

The *Oklahoma C³ Standards for the Social Studies* bring three major changes to the state's social studies standards. Underlying the standards is a shift in philosophy. Previously, the *PASS* presented a mixture of social science and progress toward perfection approaches. Events were analyzed in isolated units and the unifying theme was the belief that the United States was progressing toward an ideal social, economic, and political state. The *Oklahoma C³ Standards for the Social Studies* are based on a coherency story line which interweaves the political, social, economic, and cultural strands of American life and demonstrate how each impacts the other. These standards do not emphasize the episodic parts of United States history but rather emphasize the flow of the nation's history. Cause-and-effect reasoning is essential to teaching the various histories found in the new standards' framework.

The second major change is found in the depth of the standards. It has been said that teachers often teach a mile wide and an inch deep referring to the terrific amount of information presented in a classroom. The *Oklahoma C³ Standards* reverse that trend and ask teachers to teach a mile deep. There are fewer standards which cover shorter time periods. The depth of understanding is more specific and ties to the Coherency Storyline. With the fewer standards, teachers are required to present primary sources to teach and engage students in the pivotal debates of the time period as they have direct bearing on the present.

The last significant difference between the *PASS* and *Oklahoma C³ Standards* is the inclusion of the *Common Core State Literacy for Literacy in History/Social Studies* as the disciplines' process skills. It is no secret that to be college, career, and citizen ready students must learn and master the analytic and comprehension skills that allow them to be proficient in reading, writing, speaking, and listening. The *Oklahoma C³ Standards for the Social Studies* outline the expectations of social studies teachers to help students meet this goal.

Below is a summary of the impact of the new standards on student assessments for this school year on the Oklahoma Core Curriculum Tests (OCCT) for Grades 5 and 8 United States History and for Grade 7 World Geography: Eastern Hemisphere.

- Instruction should focus on the new *Oklahoma C³ Standards for the Social Studies* for the 2012-2013 school year.
- The new *C³ standards* reflect extensive content changes; therefore, Grades 5 and 8 United States History and Grade 7 World Geography: Eastern Hemisphere assessments will be administered in spring 2013 as **field tests**.
- Students will not receive individual scores on these tests. Instead, the state will be conducting data analysis on these items for their possible use on future operational assessments.
- For 2012-2013, these tests will not be used in any calculations for the A-F Report Card.

OCCT and Oklahoma Modified Alternative Assessment Program (OMAAP) United States History End-of-Instruction (EOI)

- Instruction should focus on the new *Oklahoma C³ Standards* for the 2012-2013 school year.
- The 2012-2013 U.S. History EOI test will assess the new *Oklahoma C³ Standards*.
- Students' scores will be based on operational items aligned to standards one-five. Standard six will be assessed with field test items. Field test items do not contribute to student scores.

Optional Re-Test and Winter/Trimester Test Windows

- Second-time testers who received instruction prior to this school year should participate in the Optional Retest Window where they will be administered a test aligned to the prior *PASS* United States History standards.
- Students currently enrolled in United States History for the 2012-2013 school year will be administered an assessment based on the new *Oklahoma C³ Standards*.

VI. Building Academic Vocabulary for the Social Studies

Overview

This manual is designed to help school districts or individual schools systematically enhance the academic vocabulary of their students to better prepare them to learn new content in mathematics, science, language arts, and social studies. The research and theory underlying the recommendations made here have been detailed in the book *Building Background Knowledge for Academic Achievement* (Marzano, 2004). Briefly, though, the logic of such an endeavor is that the more general background knowledge a student has about the academic content that will be addressed in a given class or course, the easier it is for the student to understand and learn the new content addressed in that class or course. Unfortunately because of a variety of factors, including differences in the extent to which experiences at home help enhance academic background knowledge, for students transferring from one school to another or one district to another, and so on, there is typically great disparity in the academic background knowledge of the students; and this disparity increases as students progress through the school years. However, if a district (or school) were to systematically ensure that all students were exposed to specific academic terms and phrases across the grade levels, this would form a strong common foundation for all students.

How to Teach the Terms and Phrases

There is no single best way to teach terms and phrases. However, the research and theory on vocabulary development does point to a few generalizations that provide strong guidance.

Initially Provide Students with a Description, Explanation, or Example as Opposed to a Formal Definition

When introducing a new term or phrase it is useful to avoid a formal definition—at least at the start. This is because formal definitions are typically not very “learner friendly.” They make sense after we have a general understanding of a term or phrase, but not in the initial stages of learning. Instead of beginning with a definition, it is advisable to provide students with a description, explanation, or example much like what one would provide a friend who asked what a term or phrase meant.

Have Students Generate Their Own Descriptions, Explanations, or Examples

Once a description, explanation, or example has been provided to students they should be asked to restate that information in their own words. It is important that students do not copy

exactly what the teacher has offered. Student descriptions, explanations, and examples should be their own constructions using their own background knowledge and experiences to forge linkages between the new term or phrase and what they already know.

Have Students Represent Each Term or Phrase Using a Graphic Representation, Picture, or Pictograph

Once students have generated their own description, explanation, or example, they should be asked to represent the term or phrase in some graphic, picture, or pictographic form. This allows them to process the information in a different modality—in imagery form as opposed to a linguistic form. It also provides a second processing of the information which should help deepen students’ understanding of the new term or phrase.

Have Students Keep an Academic Vocabulary Notebook

One of the basic assumptions underlying the approach outlined in this manual is that over time students will develop an understanding of a set of terms and phrases that are important to the academic content in mathematics, science, language arts, and social studies. This implies that the terms and phrases that are taught using this approach represent a related set of knowledge that expands and deepens from year to year.

To facilitate this cumulative effect it is highly advisable for students to keep an “academic vocabulary” notebook that contains the terms and phrases that have been taught. Enough space should be provided for students to record their initial descriptions, explanations, and examples of the terms and phrases as well as their graphic representations, pictures, and pictographs.

Space should also be provided for students to write additional comments about the terms and phrases as time goes on. As mentioned in the next section, students should be engaged in activities that allow them to review the terms and phrases in their academic vocabulary notebooks and add to their knowledge base regarding specific terms and phrases. As these activities occur, students can be asked to add to the entries in their notebooks perhaps correcting misconceptions, adding new information, or making linkages with other terms and phrases. Ideally, all terms and phrases are kept in one academic notebook that has a “tab” or divider for each subject area. This would allow students to make comparisons between terms and phrases from different subject areas. The academic notebook might also have a tab or divider entitled “my words.” In this section students would record terms and phrases of interest gleaned from their own reading experiences in or outside of school.

Periodically Review the Terms and Phrases and Provide Students with Activities That Add to Their Knowledge Base

If students experience a new term or phrase only once, they will be left with their initial, partial understanding of the term or phrase. To develop deep understanding of the terms and phrases in their academic vocabulary notebooks students must be engaged in review activities. Once a week or perhaps more frequently, students might be offered activities that add to their knowledge base about the terms and phrases in their notebooks. For example, they might make a comparison

between selected terms in a given subject area or between subject areas; they might create analogies or metaphors for selected terms; they might simply compare their entries with those of other students. Finally, they might be engaged in games that use the terms and phrases from their academic vocabulary notebooks. After each of these activities students should be asked to make corrections, additions, and changes to the entries in their notebooks. In this way, students' knowledge of the academic terms and phrases might deepen and become a sound foundation on which to understand the academic content presented in class.



**“I LIVE IN A SMALL HOUSE, BUT MY WINDOW
LOOKS OUT ON A LARGE WORLD.”**

CONFUCIUS, CHINESE PHILOSOPHER

► Suggested Social Studies Domain Specific Basic Academic Vocabulary

EARLY CHILDHOOD

Pre-Kindergarten

citizen
rules
responsibilities
family
class
school
United States flag
symbol
country
pledge
allegiance
food
clothing
shelter
Earth
United States of America
map
globe
Oklahoma
history
holidays
traditions
past
today
tomorrow
yesterday

Kindergarten

citizen
rules
responsibilities
family
class
school
flag
symbol
country
pledge
allegiance
flag etiquette
needs
wants
food
clothing
shelter
Earth
Oklahoma
history
customs

traditions
holidays
today
tomorrow
yesterday

LOWER ELEMENTARY

Grade 1

heroes
government
laws
national anthem
historic figures
character traits
fairness
respect
stewardship
environment
courage
equality
commitment
common good
economics
consumers
producers
urban/city
rural/country
cardinal directions
north
south
east
west
continents

Grade 2

citizenship
individual rights
liberties
freedom
constitution
president
congress
The Star Spangled Banner
interdependence
trade
public services
map legend
intermediate directions
latitude/longitude
hemisphere
landforms

bodies of water
mountains
natural features
political map
physical map
states
honesty
patriotism
capitol
court
timelines

Grade 3

governor
legislature
Oklahoma State Seal
Oklahoma flag
scarcity
surplus
choices
goods
services
tourism
fossil fuels
agriculture
environment
relative location
direction
scale
map title
map legend
directional indicators
The Five Tribes
Plains Indians
Native Americans
cowboy

UPPER ELEMENTARY

Grade 4

geographic features
physical features
cultural features
political features
economic features
historic features
absolute location
major river drainage systems
region
boundaries
state capitals
major cities

historic sites
American culture
African Americans
Spanish-speaking groups
natural resources
spatial distribution
industry
manufacturing
transportation
communication
global trade
irrigation
European explorations and settlements
New World
cooperation
conflict
cultural exchanges
territory

Grade 5

free immigrants
indentured servants
labor systems
representative government
the House of Burgesses
self-government
sectional identities
compact
triangular trade routes
Middle Passage
forced migration
enslavement
social classes
13 British colonies
revolution
boycotts
massacre
protests
coercive
intolerable
inalienable rights
consent of the governed
social contract
diplomatic events
grievances
confederation
independence
civil unrest
compromise
constitution

convention
The Preamble
three branches of
government
separation of powers
checks and balances
shared powers
ratification
a bill of rights
Manifest Destiny

MIDDLE LEVEL

Grade 6

population pyramids
climagraphs
cartagrams
map projections
mental mapping
cultural diffusion
physical regions
rainforest
cultural regions
indigenous peoples
economic regions
political regions
metropolitan areas
immigration
natural disasters
climate
cultural diffusion
market economic system
command economic system
political systems
authoritarian
democracy
republic
economic interdependence
balance of trade
supply and demand
Gross Domestic Product
(GDP)
population density
push and pull factors
developed countries
developing countries
literacy rate
life expectancy
per capita income
arable soil
urban sprawl
conservation
commercial/subsistence
agriculture

sustainability
renewable/non-renewable
resources
deforestation

Grade 7

geographic perspective
satellite imagery
industrial corridor
multinational organizations
political stability
plate tectonics
monsoon–typhoon–tsunami
religion
cultural region
ethnic heritage
infant mortality rate
imports/exports
supply/demand
under–population
one–child policy
conventional/nuclear war
humanitarian relief
apartheid
genocide
desertification
cultural trait
absolute monarchy
dictatorship
terraced farming

Grade 8

imperial policies
ideological
propaganda
natural rights
neutral
alliance
petition
assembly
constitutional principles
popular sovereignty
federalism
judicial review
amendment
sectionalism
spirit of nationalism
free states/slave states
common man
states’ rights
nullification
plantation system
rebellion

annexation
popular sovereignty
arsenal
Underground Railroad
abolitionist
suffrage
movement
civil war
secession
Total War Strategy
emancipation
proclamation
assassination
reconstruction
radical
Jim Crow laws
sharecropping

HIGH SCHOOL

Economics

economic reasoning
choice
opportunity cost
cost/benefit analysis
risk/reward relationship
incentive
disincentive
trade–off
produce
factors of production
land
labor
capital
entrepreneurship
shortages
surpluses
price floors
price ceilings
competition
allocation
self-interest
economic institutions
labor unions
corporations
not-for-profits
private property rights
invest
money supply
interest rates
inflation rates
poverty
government assistance
programs

unemployment
Consumer Price Index
(CPI)
The Federal Reserve
fiscal policy

Oklahoma History and Government

prehistoric cultures
expeditions
mercantile
removal
Freedmen
reservation system
boomer/sooner
allotment
lottery
tribal communal lands
single statehood
state constitution
city government
county government
tribal government
state government
revenue
initiative petition/
referendum
socialism
race riot
boom and bust
depression (economic)
migration
Okies
New Deal
jazz
civil disobedience
equal protection
desegregation
lunch counter sit-ins
integration
self-determination
joint jurisdiction

Psychology

behavioral psychology
psychoanalytical psychology
cognitive psychology
humanistic psychology
vocational psychology
counseling psychology
industrial psychology
clinical psychology
experimental psychology

educational psychology
 ethical issues
 quantitative research
 strategies
 qualitative research strategies
 sensory processes
 consciousness
 physical development
 social development
 emotional development
 moral development
 cognitive development
 cognition
 principles of motivation
 and emotion
 bias
 discrimination
 stereotypes
 psychological disorders
 abnormal behavior
 anxiety disorders
 personality disorders
 mental health

Sociology

theorists
 sociological research
 methods
 cultural transmission
 nature versus nurture
 subcultures
 cultural diversity
 social status
 social order
 social groups
 norms
 mores
 taboos
 primary groups
 secondary groups
 social institutions
 societal values
 familial values
 religious values
 educational values
 economic values

political values
 rites of passage
 ethnocentrism
 collective behavior
 pop culture
 counter culture
 xenophobia

United States Government

limited systems
 representative democracies
 constitutional government
 reserved powers
 concurrent powers
 expressed powers
 minority rights/
 majority rule
 presidential cabinet
 term limitations
 legislative process
 executive actions
 judicial interpretation
 necessary and proper clause
 landmark cases
 political parties
 interest groups
 public opinion
 popular will
 rule of law
 electoral process
 nominative process
 fiscal/monetary policy
 regulatory
 domestic policy
 foreign policy
 human rights
 civic virtue

United States History

industrialization
 philanthropist
 Americanization
 nativism
 assimilation
 muckrakers

temperance
 civil rights
 imperialism
 insurrection
 diplomacy
 military interventionism
 neutrality
 isolationism
 lynching
 court injunction
 speculation
 installment
 laissez-faire
 sit-down strikes
 socialism
 communism
 appeasement
 internment
 proliferation
 containment
 spheres of influence
 arms race
 détente
 superpower
 scandal
 executive powers
 terrorism

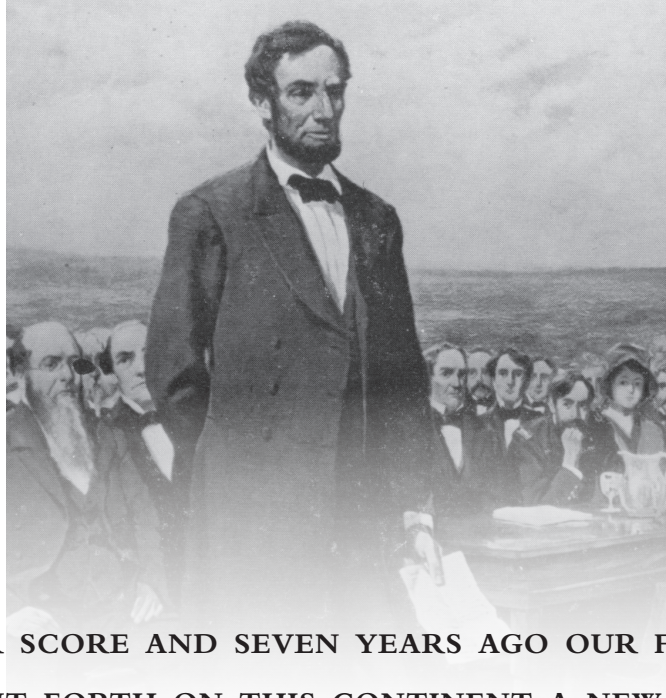
World History

philosophy
 ancient and classical societies
 trade networks
 monotheism
 Western societies
 civilization
 crusades
 renaissance
 reformation
 theology
 exploration
 enlightenment
 exchange
 slave trade
 revolutionary movements
 colonization
 exploitation

scientific theories
 technological discoveries
 capitalism
 nationalism
 militarism
 systems of alliances
 totalitarian regimes
 holocaust
 war crimes
 escalation
 privatization
 non-violent civil
 disobedience
 human rights
 reunification
 ethnic-cleansing
 multi-national organization

World Human Geography

regionalization
 census data
 patterns of composition
 demographics
 human capital
 voluntary and involuntary
 migrations
 acculturation
 assimilation
 cultural landscapes
 social mores
 nation-states
 territoriality
 Neolithic Revolution
 Green Revolution
 commercial agriculture
 genetic modification
 sustainable development
 deindustrialization
 economic restructuring
 suburbanization
 edge cities
 megacities
 global cities



**“FOUR SCORE AND SEVEN YEARS AGO OUR FATHERS
BROUGHT FORTH ON THIS CONTINENT A NEW NATION,
CONCEIVED IN LIBERTY, AND DEDICATED TO THE PROPOSITION
THAT ALL MEN ARE CREATED EQUAL...IT IS RATHER FOR US TO
BE HERE DEDICATED TO THE GREAT TASK REMAINING BEFORE US...
THAT THIS NATION, UNDER GOD, SHALL HAVE A NEW BIRTH OF
FREEDOM—AND THAT GOVERNMENT OF THE PEOPLE, BY THE PEOPLE,
FOR THE PEOPLE, SHALL NOT PERISH FROM THE EARTH.”**

THE GETTYSBURG ADDRESS, BY ABRAHAM LINCOLN

VII. Frequently Asked Questions

❶ Where can I access a copy of the newly adopted *Oklahoma C³ (College, Career, and Citizen) Standards for the Social Studies*?

The new *Oklahoma C³ Standards* can be accessed through the Oklahoma State Department of Education's Website at <http://www.ok.gov/sde>. Click on the "Educators" portal. Scroll down and look in the left-hand column for "Social Studies" and click on it. Now, click on the picture of the cover on the right side. The PDF of the newly adopted standards will begin to download and open. You may also directly link to the standards by using the following link <http://ok.gov/sde/sites/ok.gov.sde/files/C3-SocialStudies.pdf>.

❷ Who can I contact with questions regarding the new standards or social studies professional development?

Contact Mr. Kelly Curtright, Director of Social Studies Education, by phone at (405) 522-3523 or by email at Kelly.Curtright@sde.ok.gov.

❸ When will the newly adopted standards become effective?

The new *Oklahoma C³ Standards for the Social Studies* are to be implemented beginning with the 2012-2013 school year.

❹ Which standards do we use? Do we use the new *Oklahoma C³ Standards for the Social Studies* or the old *Social Studies Priority Academic Student Skills (PASS)*?

The newly adopted *Oklahoma C³ Standards for the Social Studies* are now the official standards to be used from now until the next revision, which is six years away (2017). Teachers, social studies departments/vertical teams, schools, and the districts should be using the new *Oklahoma C³ Standards for the Social Studies* to plan for their local course sequence, curriculum maps, pacing guides, instructional resources, units of study, and daily lesson plans.

❺ What do I need to understand about these new social studies standards before I begin using them?

There are several "must reads" that educators should reference before and as they begin using the new *Oklahoma C³ Standards for the Social Studies*. These include:

- Superintendent Janet Barresi's message on citizenship readiness on page 9*,
- The Coherency Storyline Overview on pages 14-15*, which explains the design principle used in developing the new Social Studies Standards,
- The explanation of the integration of the Common Core State Standards for Literacy in History/Social Studies on page 16*,

- The 20 significant changes to the Social Studies Standards (*PASS* to *Oklahoma C³*) on pages 12-13*, and
- The Social Studies Building Academic Vocabulary (BAV) Overview, the grade level word lists, and the teaching strategies in Appendix E on pages 91-94*.

❻ What are the differences between the new *Oklahoma C³ Standards for the Social Studies* and the old *Social Studies PASS*?

The differences between the new *Oklahoma C³ Standards for the Social Studies* and the old *Social Studies PASS* are identified and explained on pages 12-13*. The major differences are identified and discussed below.

There are several major differences between the two sets of standards. The first of these differences begins with the overt purpose of the new standards which is to drive citizenship education and the development of citizens in social studies classrooms. The "C³" in the standards' acronym means "College, Career, and Citizen" ready. See Superintendent Janet Barresi's message on page 9* regarding citizenship education and the role of the new standards in that mission.

The second major difference between the two sets of standards is that the committee that developed the new *Oklahoma C³ Standards for the Social Studies* used an innovative design principle called "Coherency Storyline." Oklahoma is the first state to use this design principle in developing state social studies standards. See pages 14-15* in the introduction to the standards for a fuller explanation of this design principle and process.

The Coherency Storyline guided the Social Studies Standards Review Committee in their discussions, drafts, and refinements of the new standards. The Coherency Storyline that was developed for use in guiding the review and revision of the standards was *The Foundation, Formation, and Transformation of the American System*. The Coherency Storyline also provided guidance on how to divide the United States history between Grades 5 and Grade 8, as well as the high school level. See page 12*, number 8, and page 13*, numbers 10, 11, and 16.

The Coherency Storyline that was used was selected to drive citizenship education. It very directly impacted the design of the United States history standards, PreK to High School, and the High School United States Government standards. This design concept and the process of reasoning it entails helped determine the curriculum storyline, the social studies concepts and skills, and specific content for inclusion within the various grade levels and courses.

* All page numbers refer to the *Oklahoma C³ Standards for the Social Studies* booklet available at www.ok.gov/sde.

The third significant change between the *Oklahoma C³ Standards for the Social Studies* and the Social Studies *PASS* is the incorporation of the Common Core State Standards for Literacy in History/Social Studies for Grades 6–12. Building upon the Social Studies *PASS* and CCSS for Elementary English Language Arts (ELA), the Review Committee created a set of “social studies literacy standards” for PreK through Grade 12. These Common Core literacy standards have become Oklahoma’s Social Studies Process and Literacy Skills (PALS) for Learning as they are so identified in the standards. These process and literacy skills are essential for developing

competent and engaged citizens. The PALS for Learning have replaced the traditional process skills found in the old Social Studies *PASS*. Information on the use of the PALS for Learning can be found on page 16* of the introduction.

The fourth major change is that the Basic Academic Vocabulary domain specific terms for the social studies has been identified by grade levels and courses. The strategies for teaching basic academic vocabulary and the grade-level lists are included in Appendix E, pages 91–94*.

7 How did the adoption of the new standards impact the statewide social studies scope and sequence of the curriculum framework?
See the following table.

<i>Oklahoma C³ Standards for the Social Studies Curriculum Framework</i>	
EARLY CHILDHOOD AND LOWER ELEMENTARY	
Pre-Kindergarten	Our America
Kindergarten	Symbols of America
First (1st)	American Heroes
Second (2nd)	Our Democratic Heritage
Third (3rd)	Oklahoma Studies
UPPER ELEMENTARY	
Fourth (4th)	Regional United States Geography & History
Fifth (5th)	United States History, 1607–1806
MIDDLE SCHOOL	
Sixth (6th)	World Geography–Western Hemisphere
Seventh (7th)	World Geography–Eastern Hemisphere
Eighth (8th)	United States History, 1754–1877
HIGH SCHOOL	
Grades 9–12	Economics
Grades 9–12	Oklahoma History & Government
Grades 9–12	Psychology
Grades 9–12	Sociology
Grades 9–12	United States Government
Grades 9–12	United States History, 1878–Present
Grades 9–12	World History
Grades 9–12	World Human Geography

Table 2

8 What are some of the more specific changes in the Oklahoma C³ Standards for the Social Studies?

See the table below for the major changes incorporated within the new standards.

	Oklahoma C ³ Time Frame/Focus of Course	OCCT Time Frame or Topic Focus for Assessment	Major Changes Between Oklahoma C ³ and PASS	Oklahoma C ³ Standards Page Numbers
Grade 5 United States Studies	<ul style="list-style-type: none"> 1607-1806 The content begins with James Towne Settlement and ends with the Lewis and Clark Expedition. PASS covered 1492-1850. 	<ul style="list-style-type: none"> 1607-1791, James Towne Settlement through the adoption of the Bill of Rights. Only Content Standard 5 has an asterisk. OCCT formally assessed PASS 1492-1815. 	<ul style="list-style-type: none"> Native American cultural regions have been moved to Grade 4. European explorers have been moved to Grade 4. Additional primary sources have been included. 	34-37
Grade 7 World Geography–Eastern Hemisphere	<ul style="list-style-type: none"> Limited topics outside of current world events, i.e., within the past 50 years. PASS was geography process skills based. 	<ul style="list-style-type: none"> These standards focus mainly on the present. Some historical geography and culture exemplars in the objectives are based in the ancient and/or classical periods. 	<ul style="list-style-type: none"> The focus is on human-cultural geography of the Eastern Hemisphere. 	38-41
Grade 8 United States History	<ul style="list-style-type: none"> 1754-1877 The Albany Plan of Union to the end of Reconstruction. PASS was King George the III’s ascension to the British throne to the end of Reconstruction or 1760-1877. 	<ul style="list-style-type: none"> 1754-1865, The Albany Plan of Union to the assassination of President Abraham Lincoln. The American Civil War will be assessed. Only Content Standard 6 has an asterisk. OCCT formally assessed 1760-1860. 	<ul style="list-style-type: none"> Additional primary sources have been included. 	42-50
High School United States History	<ul style="list-style-type: none"> 1878-Present The 1850s, 1860s, and most of the 1870s are not covered by the assessment. The content includes the three Reconstruction Amendments through the present. PASS covered 1850 to the present. 	<ul style="list-style-type: none"> 1878-2002, the three Reconstruction Amendments to the immediate effects of the 9/11 attacks. The operational part of the EOI will cover Content Standards 1-5 and new field test Items will cover Content Standard 6, 1975-2002. Only Content Standard 7 has an asterisk. 	<ul style="list-style-type: none"> Additional content on early civil rights leadership has been added. There is an emphasis on presidential leadership in the 20th century. Content in post-World War Two era and since 1975 has been expanded. Additional primary sources have been included. 	72-77

Table 3

9 Which standards, PASS or C³, will be assessed on the spring 2013 Oklahoma Core Curriculum Tests (OCCT)?
 All social studies assessments administered in 2012–2013 for first-time test takers will be based upon the *Oklahoma C³ Standards for the Social Studies*. These assessments are now part of the Annual Yearly Progress (AYP) accountability system in the A-F Report Card. The four social studies assessments will help determine if a school district/school is a Reward School/District. The A-F Report Card was part of the U.S. Department of Education’s waiver that Oklahoma was granted in the winter of 2012.

Oklahoma Core Curriculum Tests (OCCT) for the Social Studies

Name of Assessment	Test Timeframes and Content Parameters	Administered in Spring 2013	Field Test/Operational Test	Number of Items (Operational and Field Test)	Student/School Site/District/State Results Provided for 2012-2013	Calculates into AYP for 2012-2013 (A-F Report Card)
Grade 5 United States Studies	1607-1791 James Towne through the Bill of Rights	Yes	Field Test	60	No	No
Grade 7 World Geography–Eastern Hemisphere	Not Applicable	Yes	Field Test	60	No	No
Grade 8 United States History	1754-1865 Albany Plan of Union through Lincoln’s assassination	Yes	Field Test	60	No	No
High School ACE United States History EOI	1878-2002 Reconstruction Amendments through the immediate effects of the 9/11 attacks	Yes	Operational Test	60 and 10 (Content Standards 1-5 are operational and Content Standard 6 will be field tested)	No	No

Table 4

10 What is the impact of the new standards on student assessment?

New test blueprints were designed in April 2012. The exams will follow the new test blueprints, which are based on the new standards. The assessments will be in transition in 2012–2013 and will be fully operational in the spring of 2014.

Test blueprints are posted on the SDE Website at <http://www.ok.gov/sde/test-support-teachers-and-administrators>.

11 Are there test blueprints for the four social studies assessments and where can I access them?

Yes, test blueprints for the transitional assessments are available on the Oklahoma State Department of Education’s Website. Here are the direct links for each of the grade level test blueprints.

Grade 5 Social Studies–U.S. History (1607–1791)
http://ok.gov/sde/sites/ok.gov/sde/files/OCCT_Blueprint_Gr5_USHist.FT_.pdf

Grade 7 World Geography: Eastern Hemisphere
http://ok.gov/sde/sites/ok.gov/sde/files/OCCT_Blueprint_Gr7_GeogFT.pdf

Grade 8 United States History, Constitution, and Government (1754–1865)
http://ok.gov/sde/sites/ok.gov/sde/files/OCCT_Gr8_USHistFT_BP.pdf

High School ACE United States History (1878–2002)
http://ok.gov/sde/sites/ok.gov/sde/files/OCCT_Bluep_USHist_tran_12_13.pdf

12 Will the Grade 7 assessment cover geography concepts that would have been covered using the “old” standards PASS but now will be covered in the Grade 6: Western Hemisphere found in the Oklahoma C³ Standards?

No, the statewide assessments for the social studies only assess the standards and student learning for the grade level or course at which the standards are taught. The assessments do not assess previously learned concepts and content from earlier grade levels. The newly designed Grade 7 World Geography: Eastern Hemisphere assessment will cover only the skills and content identified in the Grade 7 *Oklahoma C³ Standards for the Social Studies*. See pages 42–45*.

13 I’m hearing conflicting information within my district. I’m being told that new tests will not be administered until 2014–2015, and I’m also hearing that we will be using a completely new testing system that doesn’t include any social studies tests. How will testing be handled for the 2012–2013 school year?

There is a misunderstanding between the CCSS and the *Oklahoma C³ Standards for the Social Studies* AND between the PARCC assessments and the OCCT. See Table 5 for a summary of the Timeline of Implementation. The full PowerPoint® presentation is available on the agency’s Website at <http://ok.gov/sde/sites/ok.gov.sde/files/Toolkit3-PresentationPt2.ppt>.

The “new tests” that are mentioned in the question are the “Next Generation Assessments” from PARCC that will assess students’ mastery of the CCSS in ELA and in Mathematics. These PARCC assessments will be fully operational in 2014–2015.

The four statewide social studies assessments will continue to be developed and administered by the Oklahoma State Department of Education and its test vendor(s).

Please understand that the next generation of ELA assessments will include social studies-based and science-based nonfiction passages which students will be expected to read and answer multiple choice items and/or supply a short or extended written response.

14 What is the time frame for the Social Studies Textbook Adoption Cycle?

The Social Studies Textbook and Content Reading Adoption Cycle began in mid-April 2012. The publishers received official bidding information during the second week of April. The Oklahoma State Textbook Committee will adopt aligned materials in November 2012. The districts will convene local

Timeline of Implementation

Oklahoma C ³ Standards	Date of Full Implementation
OC³ Social Studies	Standards = 2012-2013 Transition/Field Tested = 2012-2013 Fully Operational = 2013-2014 Standard Setting = Summer 2014
Revised Science (Current PASS)* <small>*Science standards will be re-reviewed and revised in 2012-2013</small>	Standards = 2011-2012 Transition/Field Tested = 2011-2012 Fully Operational = 2012-2013 Standard Setting = Summer 2013
Common Core State Standards for English Language Arts/Literacy	Standards = 2014-2015 PARCC Field Test = 2013-2014 PARCC Operational Assessment = 2014-2015 PASS Assessed = 2013-2014
Common Core State Standards for Mathematics	Standards = 2014-2015 PARCC Field Test = 2013-2014 PARCC Operational Assessment = 2014-2015 PASS Assessed = 2013-2014

Table 5

adoption committees per Oklahoma State law. Districts will begin reviewing textbooks and other instructional materials in the winter/spring of 2013. The districts will then place social studies textbook orders on or after July 1, 2013 with new monies (FY 2014).

15 How are districts addressing the need for Grade 6 Western Hemisphere textbooks?

There are a variety of solutions to this issue. Some districts are dividing their current World Geography textbooks between Grades 6 and 7 in order to have classroom sets for 2012–2013. Other districts are purchasing used textbooks for Western Hemisphere Geography from the used textbook market. Some districts have purchased new Western Hemisphere Geography textbooks from the current adoption list http://oktextbooks.state.ok.us/textbook_pdf/ssk12all.pdf.

16 What resources are there for teachers to access for Grade 3 Oklahoma Studies?

Districts that have Grade 4 Oklahoma History books can move those to Grade 3 as there are useable portions appropriate for third graders within those textbooks.

Additionally, the Edmond Public Schools’ Social Studies Curriculum Office has donated their electronic resources for teaching Oklahoma Studies for all Oklahoma schools to access. These resources can be found on the Oklahoma Council for the Social Studies (OCSS) Website at <http://www.okcss.org/>. Click on the “C³ Resources” button

in the menu options on the left side of the home page or use this link http://www.okcss.org/my_state.htm. The following resources are available on the OCSS Website.

- Biographies
- PowerPoint® Presentations
- Video Clips
- Primary Source Readings
- Lesson Plans and Supplemental Resources
- Strategies for Critical Thinking, Reading, and Writing

The Oklahoma Department of Tourism has several resources that Grade 3 teachers can access and adapt for their instructional use. The resources include state symbols, quick facts, history timeline, and a student guide. See http://www.travelok.com/about_us. The Student Guide is available at <http://www.travelok.com/files/studentGuide.pdf>.

17 What kind of resources are on the OCSS Website for Grade 6 Western Hemisphere teachers to use?

See http://www.okcss.org/my_hemisphere.htm.

Resources hosted on the OCSS Website include the following.

- PowerPoint® Presentations
- Lesson Plans

18 What kind of resources are on the OCSS Website for high school Oklahoma History teachers to use?

See http://www.okcss.org/centennial_corner.htm.

Resources on the OCSS Website include the following.

- Lesson Ideas
- Lesson Resources

- Statehood Primary Resources
- Viewpoints on Oklahoma's History: An Essential Reader for High School Students
- Oklahoma Photographs
- Resources for Teaching Visual Literacy
- Oklahoma in Photos

http://www.okcss.org/photo_collection.htm

- Multimedia Presentations

http://www.okcss.org/photo_collection.htm

19 What kinds of resources are available to help implement the new PALS in the new social studies standards?

For help, ideas, and strategies to teach literacy (reading, writing, visual, listening/speaking) within the social studies go to www.edmondschools.net to access the *Strategies Toward Exceptional Performance of Students in the Social Studies (STEPS) Handbook*, which was created by the Edmond Public Schools district's social studies vertical team. Resources in the *STEPS Handbook* include the following.

- Literacy Strategies
- Reading Strategies
- Critical Thinking Strategies
- Discussion Strategies
- Writing Strategies
- Research-based Projects
- Rubrics for Projects and Writing Tasks
- Graphic Organizers for Reading Strategies



“OCTOBER. THIS IS ONE OF THE PECULIARLY DANGEROUS MONTHS TO SPECULATE IN STOCKS. THE OTHERS ARE JULY, JANUARY, SEPTEMBER, APRIL, NOVEMBER, MAY, MARCH, JUNE, DECEMBER, AUGUST, AND FEBRUARY.”

MARK TWAIN

VIII. Noting the *Oklahoma C³ Standards for the Social Studies* in Lesson Plans, Curriculum Maps, and Other Publications

It is important that the new *Oklahoma C³ Standards for the Social Studies* be noted in a consistent manner when aligning lesson plans, curriculum maps, and in other publications. Within the new *Oklahoma C³ Standards for the Social Studies* there are two kinds of standards: Process And Literacy Standards (PALS) and Content Standards (CS). There are several levels of specificity to the standards. A single standard may stand alone or have objectives set out that help a student achieve the standard. Many of the objectives have supporting elements that enlarge the understanding of what a student should do to achieve the objective and meet the standard. In a few cases, some elements have a further delineation of specificity through details. These components of the standards tend to be found only in the PALS. The CS usually only go down in specificity to the element level.

Table 6 shows a PALS from the standard level down to the detail level. The different levels are highlighted to help distinguish between the levels of specificity.

Table 6

Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.	Standard
A. Text Types and Purposes	Objective
1. Write arguments focused on discipline-specific content.	Element
a. Introduce claims(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Detail

Table 7 shows a CS down to the element level. The different levels are highlighted to help distinguish between the levels of specificity.

Table 7

Content Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the <i>United States Constitution</i> .	Standard
1. Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the	Objective
A. Strengths and weaknesses of the <i>Articles of Confederation</i> , B. Lack of a common national currency, C. Lack of a common defense, D. Management of the war debts, E. Disputes over the western territories as resolved by the <i>Northwest Ordinance</i> , and F. Civil unrest as typified in Shays' Rebellion.	Element

The notations go in a descending order of grade/course to detail. The example in **Table 8** is decoded this way.

Table 8

Grade/Course: Grade 7	Objective: A
Type of Standard: Process And Literacy Standard	Element: 1
Standard Number: 2	Detail: a-d
7. PALS 2. A. 1. a-d	

In **Table 9** below are selections from the new social studies standards and the corresponding style of notation.

Table 9

Grade Level/ Course	Standards and Objectives Examples (selected examples)	Notation
Pre-Kindergarten	Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills. A. Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text.	PK.PALS1.A.1
Pre-Kindergarten	Content Standard 1: The student will exhibit traits of good citizenship. 2. Identify the United States Flag as a symbol of the country including the learning of The Pledge of Allegiance and practicing appropriate flag etiquette.	PK.CS1.2
Kindergarten	Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills. A. Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about Kindergarten Symbols of America topics and texts with peers and adults in small and larger groups.	K.PALS3.A.1
Kindergarten	Content Standard 4: The student will understand that history relates to events and people of other times and places. 1. Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Flag Day, and Independence Day.	K.CS 4.1
Grade 1	Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills. A. Text Types and Purposes 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.PALS2.A.3
Grade 1	Content Standard 2: The student will describe the characteristics of the American economic system. 3. Summarize how historic inventors and entrepreneurs contributed to the prosperity of the nation including Samuel F. B. Morse, John Deere, Alexander Graham Bell, Orville and Wilbur Wright, and Thomas Edison. (CCRIT 2)	1.CS2.3
Grade 2	Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills. C. Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.	2.PALS1.C.7
Grade 2	Content Standard 2: The student will understand basic economic concepts in the American economy. 1. Describes ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards, and provide examples of interdependence through trade/barter and purchase.	2.CS 2.1
Grade 3	Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills. A. Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 Oklahoma Studies topics and texts, building on others' ideas and expressing their own clearly.	3.PALS3.A.1
Grade 3	Content Standard 1: The student will analyze the traits of good citizens. 1. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.	3.CS1.1
Grade 4	Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills. B. Production and Distribution of Writing 9. Draw evidence from literary or informational social studies texts to support analysis, reflection, and research.	4.PALS2.B.9
Grade 4	Content Standard 1: The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States. 1. The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.	4.CS1.1

Grade Level/ Course	Standards and Objectives Examples (selected examples)	Notation
Grade 4	A. Locate landforms and bodies of water on a map of North America: the United States, the Atlantic and Pacific Oceans, and the Gulf of Mexico; the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers; the Great Lakes, the Great Salt Lake, and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade, and Brooks Mountain Ranges.	4.CS1.1
Grade 5	Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills. A. Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others' ideas and expressing their own clearly.	5.PALS.A.1
Grade 5	Content Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the Declaration of Independence, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. (CCRIT 1, 3, 5, 6, and CCW 7, 9) 1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9) A. The Proclamation of 1763 by King George III in restricting the perceived rights of the colonists to Native American lands which they believed they had earned by fighting during the French and Indian War, B. The Sugar and Stamp Acts as the first direct taxes levied by Parliament on the American colonists,	5.CS3.1.A-B
Grade 6	Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills. C. Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.	6.PALS.1.C.7-9
Grade 6	Content Standard 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere. 1. Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including A. The political regions of North America, Central America, South America, and the Caribbean, B. The physical regions including the Amazon rainforest and the North American Great Plains, and C. The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities.	6.CS2.1.A-C
Grade 7	Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills. A. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.	7.PALS2.A.1.a-d
Grade 7	Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere. 1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies. 2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the six major world religions and the significance of religion in contemporary societies.	7.CS4.1-2
Grade 8	Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills. C. Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.	8.PALS.1.C.7-8

Grade Level/ Course	Standards and Objectives Examples (selected examples)	Notation
Grade 8	Content Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution. 2. Cite specific textual and visual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including A. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's Stamp Act Resolves, the Committees of Correspondence, and the Boston Massacre,	8.CS1.2.A
Economics	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. A. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	Econ.PALS2.A.1
Economics	Content Standard 1: The student will develop and apply economic reasoning and decision-making skills. 2. Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models including the PACED Decision-Making Model by using the five step process of P = Stating the PROBLEM, A = Listing the ALTERNATIVES, C = Identifying the CRITERIA, E = EVALUATING the options, based on the criteria, and D = Making a DECISION.	Econ.CS1.2
Oklahoma History and Government	Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills. B. Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	OKH.PALS1.B.4
Oklahoma History and Government	Content Standard 5: The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present. 2. Analyze the impact of economic growth in various sectors including the A. Impact of rural to urban migration, B. Development of water and timber resources, C. Emergence of the tourism as an industry, D. Discovery of new fossil fuel resources, Tulsa's designation as Oil Capital of the World, and the opening of the Anadarko Basin, and E. Improvement of the state's transportation infrastructures and the Kerr-McClellan Navigation System.	OKH.CS5.2.A-E
Psychology	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. B. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Psy.PALS2.B.4-5.
Psychology	Content Standard 8: The student will examine how psychological disorders are diagnosed, classified and treated. 1. Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders. 2. Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders. 3. Compare available treatment options and how they evolved through history and among different cultures.	Psy.CS8.1-3
Sociology	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. C. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Soc.PALS2.C.7-8

Grade Level/ Course	Standards and Objectives Examples (selected examples)	Notation
Sociology	Content Standard 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. 1. Describe the development of the field of sociology as a social science. 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.	Soc.CS1.1-2
United States Government	Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills. A. Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	USG.PALS1.A.1-2
United States Government	Content Standard 2: The student will describe the historic and philosophical foundations of the United States republican system of government. 2. Cite specific textual and visual evidence and summarize the impact of major historic events of the Revolutionary Era and major documents contributing to the formation of constitutional government in the United States including the Mayflower Compact (1620), the Fundamental Orders of Connecticut (1639), the English Bill of Rights (1689), the Albany Plan of Union (1754), the Virginia Declaration of Rights (1776), the Articles of Confederation (1781), and the colonial/revolutionary writings of Patrick Henry, Thomas Paine, and James Otis.	USG.CS2.2
United States History	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. A. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	USH.PALS2.A.1.a-b
United States History	Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975. 4. Cite specific textual and visual evidence to 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 Ada Lois Sipuel Fisher and George McLaurin, and the differences between de jure and de facto segregation.	USH.CS5.4.A
World History	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. B. Production and Distribution of Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	WH.PALS2.B.6
World History	Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies. 1. Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs.	WH.CS1.1
World Human Geography	Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills. D. Range of Writing 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	WHG.PALS2.D.10.
World Human Geography	Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space. 1. Describe and summarize the different forces that shape the evolution of the contemporary world's political map including the rise of nation-states. 2. Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.	WHG.CS4.1-2



**“I HAVE A DREAM THAT ONE DAY THIS NATION WILL RISE UP
AND LIVE OUT THE TRUE MEANING OF ITS CREED: WE HOLD THESE
TRUTHS TO BE SELF-EVIDENT: THAT ALL MEN ARE CREATED EQUAL.
I HAVE A DREAM THAT MY FOUR LITTLE CHILDREN WILL ONE DAY
LIVE IN A NATION WHERE THEY WILL NOT BE JUDGED BY THE COLOR
OF THEIR SKIN BUT BY THE CONTENT OF THEIR CHARACTER.”**

MARTIN LUTHER KING, JR.

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