

**CHAPTER 15. CURRICULUM AND INSTRUCTION**  
**SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS**  
**PART 3. PRE-KINDERGARTEN AND KINDERGARTEN**

**210:15-3-5.8. Social studies [REVOKED]**

—Social studies provides an opportunity to develop an integrated curriculum using civics, geography, history and economics. Learning experiences may be provided through learning centers, resource people, projects, and field trips.

~~(1) **Standard.** The student will exhibit traits of good citizenship.~~

~~(A) Work and play cooperatively in a variety of settings (e.g., in large and small groups, learning centers).~~

~~(B) Exhibit behavior that demonstrates an understanding of school and classroom guidelines (e.g., rules, routines, schedules, procedures).~~

~~(C) Listen to others while in large and small groups.~~

~~(D) Show respect for others and their property.~~

~~(2) **Standard.** The student will recognize patriotic symbols and activities.~~

~~(A) Identify the American flag as a national symbol of our country and understand the etiquette of its use.~~

~~(B) Identify the Oklahoma flag as a symbol of our state.~~

~~(3) **Standard.** The student will explain the importance of individual responsibility.~~

~~Describe the importance of individual responsibility (e.g., responsibility as a student, family member, citizen).~~

~~(4) **Standard.** The student will demonstrate knowledge of basic geographic concepts.~~

~~(A) Locate and describe familiar places (e.g., classroom, home, school).~~

~~(B) Begin to develop an understanding of city/town, state, and country.~~

~~(C) Identify a map as a drawing of a particular location.~~

~~(D) Recognize Oklahoma on a map of the United States.~~

~~(5) **Standard.** The student will discuss how children in various communities and cultures are alike and different.~~

~~(A) Explore how children within the local community and around the world have needs in common (e.g., food, clothing, shelter).~~

~~(B) Explore how children within the local community and around the world are unique as to languages, food, clothing, transportation, and customs.~~

~~(6) **Standard.** The student will understand that history relates to events and people of other times and places.~~

~~(A) Explore through literature examples of past events and important Americans in legends and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross).~~

~~(B) Explore through literature the people and events honored in commemorative holidays (e.g., Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Independence Day, Thanksgiving).~~

~~(7) **Standard.** The student will identify basic economic concepts.~~

~~(A) Recognize money is used to purchase goods.~~

~~(B) Introduce concept of saving.~~

~~(8) **Standard.** The student will explore various careers and the concept of employment (e.g., school personnel, community helpers).~~

**CHAPTER 15. CURRICULUM AND INSTRUCTION**  
**SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS**  
**PART 11. SOCIAL STUDIES**

**210:15-3-90. Overview Pre-Kindergarten: Our America**

(a) Social studies is the integrated study of the social sciences and humanities to promote civic competence. Social studies draws 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 develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

(b) Oklahoma schools teach social studies in Kindergarten through Grade 12. As a subject area, social studies may be difficult 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 called "social studies," or it may be taught as a series of separate discipline-based classes, such as "United States History" and "World Geography," within a social studies department. However it is presented, social studies as a field of study incorporates many disciplines in an integrated fashion, and is designed to promote civic competence. Civic competence is the knowledge, skills, and attitudes required of students to be able to assume "the office of citizen," as Thomas Jefferson called it.

(c) A social studies education encourages and enables each student to acquire a core of basic knowledge, an arsenal of useful skills, and a way of thinking drawn from many academic disciplines. Thus equipped, students are prepared to become informed, contributing, and participating citizens in this democratic republic, the United States of America.

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

(e) History focuses on the written record of human experience, revealing how individuals and societies resolved their problems and disclosing the 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 the likely consequences. This content area typically appears in courses and units focusing on Oklahoma history, United States history, regional histories, world history, and social studies.

(f) Geography has more to do with asking questions and solving problems than with rote memorization of isolated facts. It is the study of the earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. As a discipline, geography provides the skills to help students answer questions about where things are, how they got there, and how they interact with other things—in the past, now, and in the future. This content area typically appears in courses and units dealing with geography, world geography, history, and social studies.

(g) Civics, Economics, and Government give students a basic understanding of civic life, politics, and government. They help students understand the 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 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 resources. A clear understanding of economics enables students to comprehend the economic forces that affect them everyday and helps them to 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 social studies.

(h) 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 today and tomorrow. The key goal of social studies is "promoting civic competence." Together the core content areas: build an understanding of human history; build an understanding of a citizen's role; and, develop a sense of the social studies disciplines and the connections across them.

(i) K-12 Social Studies Themes—Oklahoma's social studies framework centers on a series of instructional themes. These themes, identified by the National Council for the Social Studies, <http://www.socialstudies.org/standards/exec.html>, provide the platform for this framework. When teachers and curriculum leaders explore the Oklahoma K-12 Social Studies Framework themes, they discover a strong connection with the core content areas and the supporting subject areas encompassed within the social studies classroom. The themes help coordinate the social studies curriculum, encouraging connections between social studies and the subject areas.

(j) The social studies themes strengthen curriculum and student learning by: building connections with course content to help students develop an understanding of human history and their civic role, now and in the future; demonstrating how each of the disciplines in social studies affects students' lives; and, providing a flow and understanding of the human story.

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

(A) With prompting and support, ask and answer questions about key details in a text.

(B) With prompting and support, identify the main topic and retell key details of a text.

(C) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**(2) Craft and Structure**

(A) With prompting and support, ask and answer questions about unknown words in a text.

**(3) Integration of Knowledge and Ideas**

(A) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

(B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., “My favorite American symbol or holiday is . . .”).

(B) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(C) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**(2) Production and Distribution of Writing**

(A) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**(3) Research to Build and Present Knowledge**

(A) With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

**(c) Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

**(1) Comprehension and Collaboration**

(A) Participate in collaborative conversations with diverse partners about *Pre-Kindergarten Our America* topics and texts with peers and adults in small and larger groups.

(B) Confirm understanding of a social studies text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**(2) Presentation of Knowledge and Ideas**

(A) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

(B) Add social studies focused drawings or other visual displays to descriptions as desired to provide additional detail.

**(d) Social Studies Content Skills**

**(1) Citizenship Literacy**

(A) **Content Standard 1:** The student will exhibit traits of good citizenship.

(i) Recognize the importance of rules and responsibilities as a member of the family, class, and school.

(ii) Identify the United States flag as a symbol of the country including the learning of *The Pledge of Allegiance* and practicing appropriate flag etiquette.

**(2) Economic Literacy**

(A) **Content Standard 2:** The student will identify basic economic concepts.

(i) Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact his/her life.

(ii) Explain the relationship between work and earning money.

(iii) Describe the basic needs of food, clothing, and shelter that are common to all people.

### (3) Geography Literacy

(A) Content Standard 3: The student will demonstrate knowledge of basic physical and human geographic concepts.

(i) Explain that a map is a drawing of a place and the globe is a model of Earth.

(ii) Locate the United States on a world map and a globe.

(iii) Identify the state of Oklahoma on a map of the United States.

(iv) Describe family customs and traditions as basic elements of culture.

### (4) History Literacy

(A) Content Standard 4: The student will understand that history relates to events and people of other times and places.

(i) Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Washington's Birthday, and Independence Day.

(ii) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

(iii) Use words and phrases related to chronology and time to explain how things change including before/after and today/tomorrow/yesterday.

### **210:15-3-90.1. Definitions Kindergarten: Symbols of America**

—The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"absolute location" means the location of a point on earth's surface which can be expressed by a grid reference (i.e., latitude and longitude).

"B.C.E." means before the Common Era; the culturally neutral equivalent of B.C. (before Christ) used extensively by world historians and social scientists.

"Bill of Rights" means the first ten amendments to the Constitution which limit governmental power and outline basic rights and liberties of individuals.

"Biomes" means very large ecosystems made up of specific plant and animal communities interacting with the physical environment (climate and soil). They are usually identified with the climate and climax vegetation of large areas of the earth's surface (e.g., the Equatorial and Tropical Rain Forest Biome).

"Boundary" means the limit or extent within which a system exists or functions, including a social group, a state, a country, or physical feature.

"C.E." means the Common Era; the culturally neutral equivalent of A.D. (Anno Domini: in the year of our Lord) used extensively by world historians and social scientists.

"Checks and balances" means constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities.

"Citizen" means member of a political society who owes allegiance to and is entitled to participation in and protection by and from the government.

"Contour map" means a representation of some part of the earth's surface using lines along which all points are of equal elevation above or below a fixed point, usually sea level.

"Culture" means learned behavior of a people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods (i.e., food, clothing, buildings, tools, and machines).

"Democracy" means form of government in which political control is exercised by all the people, either directly or through their elected representatives.

"Demography" means the study of population statistics, changes, and trends based on various measures of fertility (adding to a population), mortality (subtracting from a population), and migration (redistribution of a population).

"Desertification" means the spread of a desert condition in arid and semiarid regions resulting from a combination of climatic changes and increasing human pressures, such as overgrazing, removal of vegetation, and cultivation of marginal land.

"Developing country" means an area of the world that is changing from uneven growth to more constant economic conditions, and that is generally characterized by low rates of urbanization, relatively high rates of infant mortality and illiteracy, and relatively low rates of life expectancy and energy use.

"Federalism" means form of political organization in which governmental power is divided between a central government and territorial subdivisions (e.g., among the national, state, and local governments).

"Geographic information system (GIS)" means a geographic database that contains information about the distribution of physical and human characteristics of places or areas. In order to test hypotheses, maps of one characterization or a combination can be produced from the database to analyze the data relationships. The GIS collects data about places on earth, stores it, and manipulates the information on command to answer questions and solve problems.

"Judicial review" means doctrine that permits federal courts to declare unconstitutional acts of Congress, the executive, and the states.

"Places" means locations having distinctive characteristics which give them meaning and character, and distinguish them from other locations.

"Plate tectonics" means the theory that the earth's surface is composed of rigid slabs or plates. The divergence, convergence, and slipping side by side of the different plates is theoretically responsible for present day configurations of continents, ocean basins, and major mountain ranges and valley systems.

"Political party" means any group that seeks to elect government officials under its label.

"Region" means an area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.

"Remote sensing" means information gathering about the earth's surface from a distance (usually referring to the use of aerial photography or satellite images).

"Resource" means an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

"Rule of law" means the principle that every member of a society, even a ruler, must obey the law.

"Scale" means on maps the relationship or ratio between a linear measurement on a map and the corresponding distance on the earth's surface. For example, the scale 1:1,000,000 means one unit (mile or kilometer) on the map and represents 1,000,000 similar units on the earth's surface. Also refers to the size of places or regions being studied. For example, is one looking at something at a local scale, regional scale, national scale, or globally?

"Separation of powers" means the division of governmental power among several institutions that must cooperate in decision making.

"Site" means the specific place where something is located, including its physical setting (e.g., on a flood plain).

"Situation" means the general location of something in relation to other places or features of a larger region (e.g., in the center of a group of cities).

"Sovereignty" means ultimate, supreme power in a state which, in the United States, rests with the people.

"Thematic map" means a map representing a specific spatial distribution, theme, or topic (e.g., population density, cattle production, or climates of the world).

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

(A) With prompting and support, ask and answer questions about key details in a text.

(B) With prompting and support, identify the main topic and retell key details of a text.

(C) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**(2) Craft and Structure**

(A) With prompting and support, ask and answer questions about unknown words in a text.

**(3) Integration of Knowledge and Ideas**

(A) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

(B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite American symbol or holiday is . . .").

(B) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

(C) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**(2) Production and Distribution of Writing**

(A) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**(3) Research to Build and Present Knowledge**

(A) With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.

(c) **Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

(1) **Comprehension and Collaboration**

(A) Participate in collaborative conversations with diverse partners about *Kindergarten Symbols of America* topics and texts with peers and adults in small and larger groups.

(B) Confirm understanding of a social studies text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

(2) **Presentation of Knowledge and Ideas**

(A) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

(3) Add social studies focused drawings or other visual displays to descriptions as desired to provide additional detail.

(d) **Social Studies Content Skills**

(1) **Civics Citizenship Literacy**

(A) **Content Standard 1:** The student will exhibit traits of good citizenship.

(i) Recognize the importance of rules and responsibilities as a member of the family, class, and school.

(ii) Identify the United States flag as a symbol of the country including learning *The Pledge of Allegiance* and practicing appropriate flag etiquette.

(2) **Economics Literacy**

(A) **Content Standard 2:** The student will identify basic economic concepts.

(i) Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact his/her life.

(ii) Explain the relationship between work and earning money.

(iii) Describe the basic needs of food, clothing, and shelter that are common to all people.

(3) **Geography Literacy**

(A) **Content Standard 3:** The student will demonstrate knowledge of basic physical and human geographic concepts.

(i) Explain that a map is a drawing of a place and the globe is a model of Earth.

(ii) Locate the United States on a world map and a globe.

(iii) Identify the state of Oklahoma on a map of the United States.

(iv) Describe family customs and traditions as basic elements of culture.

(4) **History Literacy**

(A) **Content Standard 4:** The student will understand that history relates to events and people of other times and places.

(i) 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.*



(ii) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

(iii) Use words and phrases related to chronology and time to explain how things change including before/after, past/present/future, and today/tomorrow/yesterday.

### **210:15-3-91. Social Studies for grade 1 Grade 1: American Heroes**

The primary focus for first grade social studies deals with features of neighborhoods and communities as they relate to the social studies core curriculum disciplines of history, geography, civics, economics, and government. Familiarity with rather than mastery of these subjects is expected at this level. Many of these topics can be integrated into the study of other core curriculum areas and can be discussed in the context of children's literature.

**(1) Standard.** The student will develop and practice the process skills of social studies.

(A) Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.

(B) Use children's literature to compare and contrast one's own neighborhood/community to others.

**(2) Standard.** The student will examine neighborhoods/communities from a spatial perspective.

(A) Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).

(B) Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.

(C) Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).

(D) Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.

(E) Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

**(3) Standard.** The student will analyze the human characteristics of communities.

(A) Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.

(B) Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the "Star Spangled Banner").

(C) Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments).

(D) Identify and write the names of the school, town/city, state, and nation.

(E) Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veterans' Day, and Thanksgiving.

**(4) Standard.** The student will examine the interaction of the environment and the people of a community.

(A) Identify the three basic needs of all people: food, clothing, shelter.

~~(B) Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of "houses" (e.g., read and discuss children's literature that has characters and settings in other countries).~~

~~(C) Describe the impact of physical changes, such as seasons, on people in the neighborhood/community (e.g., how seasons affect what people eat and wear).~~

~~(5) **Standard.** The student will understand basic economic elements found in communities.~~

~~(A) Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, and earn money to buy the things they need).~~

~~(B) Identify ways people in the neighborhood/community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).~~

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Ideas and Details**

(A) Ask and answer questions about key details in a text.

(B) Identify the main topic and retell key details of a text.

(C) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**(2) Text and Structure**

(A) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

(B) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

(C) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**(3) Integration of Knowledge and Ideas**

(A) Use the illustrations and details in a text to describe its key ideas.

(B) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

(B) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

(C) 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.

**(2) Production and Distribution of Writing**

(A) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**(3) Research to Build and Present Knowledge**

(A) Participate in shared research and writing projects (e.g., write a short step by step sequence of instructions for proper flag etiquette and/or proper behavior during the national anthem).

(B) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**(c) Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

**(1) Comprehension and Collaboration**

(A) Participate in collaborative conversations with diverse partners about *Grade 1 American Heroes* topics and texts with peers and adults in small and larger groups.

(B) Ask and answer questions about key details in a social studies text read aloud or information presented orally or through other media.

**(2) Presentation of Knowledge and Ideas**

(A) Describe social studies related people, places, things, and events with relevant details, expressing ideas clearly

(B) Add social studies focused drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**(d) Social Studies Content Skills**

**(1) Citizenship Literacy**

**(A) Content Standard 1:** The student will analyze his/her role as a citizen in a community.

(i) Identify the main purpose of government, its rules and laws including the concept of consequences for one's actions when a law or rule is violated. (CCRIT 2)

(ii) Participate in patriotic traditions including the recitation of *The Pledge of Allegiance*, the singing of *My Country 'Tis of Thee*, and demonstration of appropriate flag etiquette and proper behavior during the playing of the national anthem.

(iii) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

(iv) Describe how historic figures display character traits of fairness, respect for others, stewardship of natural resources, courage, equality, hard work, self-discipline, and commitment to the common good.

(v) Describe relationships between people and events of the past which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

**(2) Economics Literacy**

**(A) Content Standard 2:** The student will describe the characteristics of the American economic system.

(i) Summarize the need for money, how money is earned, and how money and credit are used in order to meet needs and wants including the costs and benefits of spending and saving. (CCRIT 2)

- (ii) Define and explain the roles of consumers and producers in the American economy.
- (iii) 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)

**(3) Geography Literacy**

(A) Content Standard 3: The student will demonstrate knowledge of basic geographic concepts.

- (i) Define and compare the physical features of urban and rural communities.
- (ii) Construct maps and identify cardinal directions of north, south, east, and west, and identify locations on the map of their community, Oklahoma, and the United States.
- (iii) Locate on a map and globe the United States, the seven continents, and five oceans.

**(4) History Literacy**

(A) Content Standard 4: The student will examine important events and historic figures in the nation's past.

- (i) Understand chronological sequencing of events by creating basic timelines. (CCRIT 5)
- (ii) Participate in shared research using biographies and informational text the contributions of historic figures in American history including Squanto, the Pilgrims, George Washington, Benjamin Franklin, Paul Revere, Thomas Jefferson, Meriwether Lewis, William Clark, Sacagawea, Daniel Boone, Abraham Lincoln, and George Washington Carver. (CCW 7).
- (iii) Identify the significance of historic places and monuments and describe their connection to real events of the past including the Plimoth Plantation, Mount Vernon, Washington Monument, Lincoln Memorial. (CCRIT 3)
- (iv) Commemorate the contributions to the American nation of significant groups including National Hispanic History Month, Native American Heritage Month, and Black History Month.

**210:15-3-92. Social Studies for grade 2- Grade 2: Our Democratic Heritage**

~~—The primary focus for second grade is community. Second graders study the features of neighborhoods and the community in more detail, and are introduced to Oklahoma and the United States with references to the rest of the world. They continue to develop map skills, explore history through familiar events, and examine the basic ways goods and services are exchanged.~~

~~(1) Standard. The student will develop and practice the process skills of social studies.~~

- ~~(A) Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.~~
- ~~(B) Use children's literature to compare and contrast one's own community to others.~~

- (C) Identify the order of events on a simple timeline (e.g., holidays, school events, and the student's life).
- (2) **Standard.** The student will examine communities from a spatial perspective.
- (A) Name major landmarks in the community; construct simple maps showing some of these landmarks, the roads connecting them, and directional indicators (north, south, east, and west), and give titles to the maps (e.g., the name of the town).
- (B) Describe the landmark and cultural features of the community (e.g., historic homes, schools, churches, bridges, parks, and neighborhoods) and compare these with similar features in other parts of the United States.
- (C) Identify locations on a basic map, write directions for going from one location to another, and use directional indicators to describe locations on the map using both cardinal and intermediate directions.
- (D) Identify basic landforms and bodies of water (e.g., plains, mountains, rivers, and gulfs), the four oceans, the seven continents, human-made features (e.g., roads and towns).
- (E) Locate and identify the following on a map of the United States: Oklahoma, the six surrounding states, the Mississippi River, the Great Lakes region, the Rocky Mountains, the Appalachian Mountains, the Great Plains, and the Atlantic and Pacific Oceans.
- (3) **Standard.** The student will analyze the human characteristics of communities.
- (A) Identify examples of rules in the classroom and community, and relate the purposes of those rules (e.g., to help people live and work together safely and peacefully) and the consequences of breaking them.
- (B) Provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history.
- (C) Explain and demonstrate good citizenship (e.g., obeying classroom rules, taking turns, and showing respect for others and their belongings).
- (D) Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross, John Henry, and Paul Bunyan) in children's literature.
- (E) Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman).
- (4) **Standard.** The student will examine the interaction of the environment and the people of a community.
- (A) Describe how location and weather affect the way people live.
- (B) Identify the choices people make about food, clothing, shelter, occupation, transportation, and recreation.
- (5) **Standard.** The student will understand basic economic elements found in communities.
- (A) Distinguish between basic needs (food, clothing, and shelter) and wants (luxuries), and explain how needs and wants can be met (e.g., earning money, saving, and gifts).
- (B) Describe the occupations and roles of people in the neighborhood and community who provide goods and services.
- (C) Describe ways people are paid (e.g., by check, in cash, and with goods), the places to keep their money safe (e.g., the bank), and ways they pay for goods and services (e.g., check, cash, credit card, and barter [trading goods and services]).

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

(A) Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

(B) Identify the main topic of a multi-paragraph text (e.g., primary or secondary sources) as well as the focus of specific paragraphs within the text.

(C) Describe the connection between a series of historic events or social studies concepts.

**(2) Craft and Structure**

(A) Determine the meaning of words and phrases in a social studies text.

(B) Know and use various text features (e.g., maps, graphs, charts captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.

(C) Identify the main purpose of a text, including what the author wants to answer, explain, or describe in primary and secondary informational texts.

**(3) Integration of Knowledge and Ideas**

(4) Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.

(5) Compare and contrast the most important points presented by two texts on the same topic.

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Write opinion pieces in which they introduce the topic they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.

(B) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

(C) Write narratives in which they recount a sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order (e.g., cause and effect relationships), and provide a sense of closure.

**(2) Production and Distribution of Writing**

(A) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**(3) Research to Build and Present Knowledge**

(A) Participate in shared research and writing projects (e.g., primary and secondary sources on a single topic).

(B) Recall information from experiences or gather information from provided sources to answer a question.

**(c) Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

**(1) Comprehension and Collaboration**

(A) Participate in collaborative conversations with diverse partners about *Grade 2 Our Democratic Heritage* topics and texts with peers and adults in small and larger groups.

(B) Recount or describe key ideas or details from a social studies text read aloud or information presented orally or through other media.

(C) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a social studies topic or issue.

**(2) Presentation of Knowledge and Ideas**

(A) Tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking audibly in coherent sentences.

(B) Create audio recordings of social studies stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

**(d) Social Studies Content Skills**

**(1) Citizenship Literacy**

(A) **Content Standard 1:** The student will explain the importance of the basic principles that provide the foundation of the American system of government.

(i) Summarize the five key individual rights and liberties protected by the *First Amendment* to the *United States Constitution*. (CCRIT 2)

(ii) Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.

(iii) Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and the Liberty Bell.

(iv) Participate in patriotic traditions including the recitation of *The Pledge of Allegiance* and singing of *The Star Spangled Banner*, and demonstrate proper flag etiquette and appropriate behavior during both.

(v) Describe relationships between people and events of the past as commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

**(2) Economics Literacy**

(A) **Content Standard 2:** The student will understand basic economic concepts in the American economy.

(i) 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.

(ii) Describe the connection between taxes and community services including schools, sanitation and water, fire and police protection, libraries, and roads. (CCRIT 3)

**(3) Geography Literacy**

(A) **Content Standard 3:** The student will examine how humans modify their environment.

(i) Construct basic maps using legends, scale, and intermediate directions including the introduction of latitude and longitude and the division of the Earth into four hemispheres.

(ii) Identify basic natural landforms and bodies of water and man-made environments including examples found in the community and the United States: plains, mountains, peninsulas, and islands; rivers, lakes, oceans, seas, gulfs, bays, and harbors; and highways, cities, airports, and railroads.

(iii) Locate on a physical map of the United States the major natural features including the Mississippi River, Colorado River, Rio Grande, Great Lakes, Rocky and Appalachian Mountain Ranges, the Great Plains, the Atlantic and Pacific Oceans, and the Gulf of Mexico.

(iv) Locate on a political map of the United States the state of Oklahoma and the six bordering states, and the major cities of Washington, D.C., New York City, Los Angeles, and Chicago.

#### (4) History Literacy

(A) Content Standard 4: The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.

(i) Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr., Rosa Parks, César Chávez, and Senator Daniel Inouye. (CCW 7)

(ii) Analyze the significance of historic places including the White House, the United States Capitol, the United States Supreme Court, the Washington Monument, and the Lincoln Memorial.

(iii) Commemorate months designated to the contributions the American nation of significant groups to the history of including National Hispanic History Month, Native American Heritage Month, Black History Month, Women's History Month, and Asian-Pacific American Heritage Month.

(iv) Understand chronological sequencing and the connection between historic events and individuals through the creation of basic timelines. (CCRIT 3)

#### **210:15-3-93. Social Studies for grade 3 Grade 3: Oklahoma Studies**

~~—The primary focus for the third grade is the development of the student's understanding of the interrelationships of his or her community and other communities, using a global perspective. More extensive map skills are developed and economic principles are addressed from a global perspective.~~

~~(1) Standard. The student will develop and practice the process skills of social studies.~~

~~(A) Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer based technologies.~~

~~(B) Examine and use children's literature to compare and contrast his or her own community to other United States and global communities.~~



- (2) **Standard.** The student will examine communities from a spatial perspective.
- (A) Distinguish among map symbols (e.g., legend references to land, water, roads, and cities) and demonstrate through mental mapping and understanding of relative location, direction, scale, size and shape.
  - (B) Construct simple maps of the seven continents with the essential map elements of title, key, directional indicators, and date.
  - (C) Use the equator and prime meridian to identify the four hemispheres.
  - (D) Develop skills in locating places across the globe using parallels of latitude and meridians of longitude.
- (3) **Standard.** The student will analyze the human characteristics of communities.
- (A) Investigate through children's literature (e.g., fables, legends, and historical fiction) the cultural similarities and differences among people in different regions, and how they have changed over time.
  - (B) Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).
  - (C) Examine the purposes of government (e.g., providing essential services, and protecting people and property from the actions of others) and identify representative leaders and their roles in the community.
  - (D) Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.
- (4) **Standard.** The student will examine the interaction of the environment and the people of a community.
- (A) Name and locate basic types of climate across the globe (e.g., arctic, temperate, and tropical) and describe how they affect the way people live, including their food, shelter, transportation and recreation.
  - (B) Locate and distinguish among varying landforms and geographic features (e.g., mountains, plateaus, islands, and oceans).
  - (C) Describe how communities depend upon workers with specialized jobs, giving examples of ways in which they contribute to the exchange of goods and services.
  - (D) Describe how people affect and change their environments (e.g., farming, building dams, and putting up yard lights).
- (5) **Standard.** The student will develop basic economic decision-making skills.
- (A) Describe the difference between goods and services, explaining that, at different times and places, people are both consumers and producers of goods and services.
  - (B) Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods and services.
  - (C) Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.) and capital resources (machines, tools, money, etc.) used to produce goods and services.
  - (D) Explain the relationship between saving and spending, and describe the value of setting a financial goal and developing a plan to reach it.

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

- (A) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- (B) Determine the main idea of a text; recount the key details and explain how they support the main idea.
- (C) Describe the relationship between a series of historic events or social studies concepts, using language that pertains to time, sequence, and cause/effect.

**(2) Craft and Structure**

- (A) Determine the meaning of general academic and social studies domain-specific words and phrases in a text relevant to Grade 3 Oklahoma Studies.
- (B) Use text features and search tools (e.g., timelines, maps, charts, graphs, images, artwork, photographs, key words, sidebars, hyperlinks) to locate information relevant to a given topic.
- (C) Distinguish their own point of view from that of the author of a primary or secondary text.

**(3) Integration of Knowledge and Ideas**

- (A) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- (B) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- (C) Compare and contrast the most important points and key details presented in two texts on the same topic.

**(b) Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.**

**(1) Text Types and Purposes**

- (A) Write opinion pieces on topics or texts, supporting a point of view with reasons.
- (B) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- (C) Write narratives based on historic Oklahomans and/or events using descriptive details and clear event sequences.

**(2) Production and Distribution of Writing**

- (A) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**(3) Research to Build and Present Knowledge**

- (A) Conduct short research projects that build knowledge about a topic related to Oklahoma.
- (B) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**(4) Range of Writing**

- (A) Write routinely over extended time frames and shorter time frames for a range of social studies tasks, purposes, and audiences

**(c) Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.**

**(1) Comprehension and Collaboration**

(A) 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.

(B) Determine the main ideas and supporting details of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

(C) Ask and answer questions about social studies information from a speaker, offering appropriate elaboration and detail.

**(2) Presentation of Knowledge and Ideas**

(A) Report on a social studies topic or text or tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.

(B) Create engaging audio recordings of social studies stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**(d) Social Studies Content Skills**

**(1) Citizenship Literacy**

(A) **Content Standard 1:** The student will analyze the traits of good citizens.

(i) 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.*

(ii) Examine and determine the main purposes of State of Oklahoma's government and identify representative leaders of the state of Oklahoma and the three branches of government. (CCRIT2)

(iii) Describe the connection between the historic significance of past events and people and the symbols of Oklahoma's history including the Oklahoma State Seal and the Oklahoma flag. (CCRIT 3)

(iv) Describe relationships between people and events of the past as commemorated on Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Memorial Day, Flag Day, and Independence Day. (CCRIT 3)

**(2) Economics Literacy**

(A) **Content Standard 2:** The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.

(i) Summarize how scarcity and surplus require people to make choices about producing and consuming goods and services. (CCRIT 2)

(ii) Compare differences among human, natural, and capital resources used to produce goods and services.

(iii) Examine how the development of Oklahoma's major economic activities have contributed to the growth of the state including the oil and natural gas industry, agriculture and livestock, aviation, tourism, and military installations.

### **(3) Geography Literacy**

(A) Content Standard 3: The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.

(i) The student will examine Oklahoma's political and physical features using text features and search tools. (CCRIT 5)

(ii) Distinguish among map symbols and identify relative location, direction, scale, size and shape using physical and political maps of Oklahoma including the use of latitude and longitude.

(iii) Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.

(iv) Identify Oklahoma's major landforms and bodies of water on a physical map including Arbuckle Mountains, Ozark Plateau, Wichita Mountains, Kiamichi Mountains, Black Mesa, Red River, Canadian River, Arkansas River, Lake Texoma, Lake Eufaula, and Lake Tenkiller, Grand Lake of the Cherokees, and the Great Salt Plains.

(v) Identify Oklahoma's major metropolitan centers and cities on a political map including Oklahoma City, Tulsa, Lawton, Stillwater, Norman, Muskogee, Woodward, McAlester, and Ponca City.

(vi) Describe the climate and various natural vegetation zones found in Oklahoma including the Great Plains and the Cross Timbers.

(B) The student will examine through short research projects the interaction of the environment and the peoples of Oklahoma. (CCW 7)

(i) Describe how early Native Americans used Oklahoma's natural resources to survive including the use of the bison, fur trading, and farming.

(ii) Describe how pioneers to Oklahoma adapted to and modified their environment including sod houses, wind mills, and crops.

(iii) Summarize how contemporary Oklahomans affect and change their environments including the Kerr-McLellan Navigation System, creation of recreational lakes by the construction of dams, irrigation of croplands, and the establishment of wildlife refuges. (CCRIT 2)

### **(4) History Literacy**

(A) Content Standard 4: The student will analyze the significant events and historic personalities contributing to the development of the state Oklahoma.

(i) Understand and describe the relationship between historic events and chronology through the creation of basic timelines. (CCRIT 3)

(ii) Read and interpret primary sources related to key events in Oklahoma's past to demonstrate understanding of a text including Catlin's artwork, Sequoyah's syllabary, news accounts and photographs of the land openings, and the Dust Bowl, as well as the musical lyrics of *This Land is Your Land* and the state song, *Oklahoma*. (CCRIT 1)

- (iii) Describe the many Native American cultures that have inhabited present-day Oklahoma including the Spiro Mound Builders, the Five Tribes, and the Plains Indians.
- (iv) Describe early expeditions in Oklahoma including those of Coronado, Washington Irving, and George Catlin.
- (v) Describe the migrations and settlements by Native Americans including the Trail of Tears.
- (vi) Describe cowboy life and cattle drives as typified by experiences along the Chisholm Trail.
- (vii) Explain the opening of the Unassigned Lands and distinguish between the points of view of both Native Americans and settlers. (CCRIT6)
- (viii) Commemorate Statehood Day as the joining of Indian and Oklahoma Territories.
- (ix) Summarize how the weather and the environment have impacted the economy of Oklahoma in events like the Dust Bowl. (CCRIT 2)
- (x) Conduct short research projects and examine notable historic and present-day Oklahomans utilizing biographies and informational texts to describe their significant contributions including Sequoyah, Bill Pickett, Jim Thorpe, the Kiowa Six (formerly the Kiowa Five), Will Rogers, Wiley Post, Woody Guthrie, Clara Luper, Wilma Mankiller, Gordon Cooper, Shannon Lucid, Mickey Mantle, Carl Albert, and the Five Ballerinas. (CCW 7)
- (xi) Develop an understanding and appreciation of the historic and contemporary racial, ethnic, and cultural groups of Oklahoma.
- (xii) Identify and describe the historic significance of state and local landmarks including the Buffalo Soldiers' Old Post at Fort Sill, the Nellie Johnstone Number 1, the Oklahoma Capitol, Route 66, and the Oklahoma City National Memorial.

**210:15-3-94. Social Studies for grade 4 Grade 4: United States Studies: Regional Geography and History- The Why of Where: Places, Patterns of Settlement, and Global Interactions**

—The primary focus for the fourth grade is to explore regional United States geography, including the physical and human characteristics of the state of Oklahoma. Fourth graders use geographic tools to analyze the influence of the environment on the growth and development of all major regions of the United States. Economic and civics concepts are also presented within the context of United States geography.

- (1) **Standard.** The student will develop and practice the process skills of social studies.
  - (A) Demonstrate the ability to utilize research materials, such as encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies.
  - (B) Construct timelines of events in the development of the regions of the United States.
  - (C) Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).

**(2) Standard.** The student will analyze the regions of the United States from a spatial perspective.

(A) Interpret geographic information using primary and secondary sources, atlases, charts, graphs, and visual images.

(B) Identify, use, and interpret basic political, physical, and thematic maps and globes.

(C) Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.

(D) Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region (e.g., New York City, Los Angeles, Dallas, and Miami).

**(3) Standard.** The student will examine the unique and common features of the physical systems of the regions of the United States.

(A) Identify the major landforms and bodies of water of the United States.

(B) Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.

(C) Analyze how the major physical features (e.g., landforms and bodies of water) were formed and continue to change.

**(4) Standard.** The student will describe the human systems identified with the major regions of the United States, including human interaction with the environment.

(A) Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.

(B) Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.

(C) Describe how people attempt to resolve geographic challenges (e.g., bridges, dams, tunnels, irrigation systems, and landfills).

(D) Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.

(E) Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago.

**(5) Standard.** The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.

(A) Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).

(B) Describe major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.

(C) Analyze the use of Oklahoma's natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.

(D) Identify state and local governing bodies (e.g., the state legislature and city councils) and officials (e.g., governor and mayors) that make laws and carry out laws, with an emphasis on civic participation (e.g., the importance of studying the issues and voting).

(E) Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

(A) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text

(B) Determine the main idea of a text and explain how it is supported by key details; summarize the text.

(C) Explain events, ideas, or historic and geographic concepts based on specific information in the text.

**(2) Craft and Structure**

(A) Determine the meaning of social studies-specific words or phrases in a text relevant to United States geography and history.

(B) Describe the overall structure (e.g., comparison, cause/effect, geographic/historic problem/solution) of events, ideas, concepts, or information in a text.

(C) Compare and contrast a firsthand (primary source) and secondhand account (secondary source) of the same event or topic.

**(3) Integration of Knowledge and Ideas**

(A) Interpret qualitative and quantitative information and explain how the information contributes to an understanding of the text.

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Write opinion pieces on United States Regional and History topics or texts, supporting a point of view with reasons and information.

(B) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

(C) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

(B) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

(B) Conduct short research projects that build knowledge through investigation of different aspects of United States regional geography and history.

(C) Recall and gather relevant information from experiences or print and digital sources; take notes and categorize information, and provide a list of sources.

(D) Draw evidence from literary or informational social studies texts to support analysis, reflection, and research.

**(3) Range of Writing**

(A) Write routinely over extended time frames and shorter time frames for a range of social studies tasks, purposes, and audiences.

**(c) Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

**(1) Comprehension and Collaboration**

(A) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 4 United States Regional Geography and History topics and texts*, building on others' ideas and expressing their own clearly.

(B) Paraphrase portions of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

(C) Identify the reasons and evidence a speaker provides to support particular points regarding a social studies topic.

**(2) Presentation of Knowledge and Ideas**

(A) Report on a social studies topic or text, tell a social studies related story in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.

(B) Add audio recordings and visual displays to social studies presentations when appropriate to enhance the development of main ideas or themes.

**(d) Social Studies Content Skills**

**(1) 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.

(A) 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.

(i) 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.

(ii) Identify, locate, and describe unique, natural geographic features of the United States including Niagara Falls, the Everglades, Death Valley, the Petrified Forest and the Painted Desert, the Grand Canyon, the Great Salt Lake, the Great Basin, the Mojave Desert, the Redwood Forest, the Badlands in South Dakota, Yellowstone and Grand Teton National Parks, Yosemite National Park, and Hawaii Volcanoes National Park.

(B) The student will identify and analyze the cultural and historic features of the United States.

(i) Locate the current boundaries of the United States including Alaska and Hawaii.

(ii) Identify the states, state capitals, and major cities in each region.

(iii) Identify the historic significance of major national monuments, historic sites, and landmarks including the Jefferson, Lincoln, and Washington Monuments, the White House, the U.S. United States



Capitol, the United States Supreme Court, Mount Vernon, Monticello, Colonial Williamsburg, James Towne Historic Site, Dr. Martin Luther King, Jr. National Historic Site in Atlanta, Ellis Island, the Statue of Liberty, the 9/11 memorials, Independence Hall, the Jefferson National Expansion Memorial /Gateway Arch in St. Louis, the Oklahoma City National Memorial, Mount Rushmore, Little Bighorn National Monument, the Golden Gate Bridge, and Pearl Harbor National Park.

(iv) Describe the diverse but unified nature of the American people by identifying the distinctive contributions to American culture of Native Americans, African Americans, major European groups, major Spanish-speaking groups, and Asian Americans.

(v) Describe the purpose of local, state, tribal, and national governments in meeting the needs of American citizens including the basic structure of the national government centered in Washington, D.C.

(vi) 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.*

(C) Compare and contrast the regional vegetation, climate, and spatial distribution and use of natural resources.

(D) Analyze natural resources and how they impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, and oil and gas, and their connections to global trade.

(E) Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills. (CCRIT 2)

(2) **Content Standard 2:** The student will examine Native American groups and European explorations and settlements impacting the development of the major regions of the United States.

(A) Identify the major Native American groups and their ways of life in each region including traditional housing and economic activities, customs and storytelling, viewpoints on land usage and ownership, and their contributions to American culture and history.

(B) Examine and summarize the reasons for the key expeditions of Spain, France, and England and their impact on the development of each region including the explorers Columbus, Ponce de León, Desoto, Coronado, Marquette and Jolliet, LaSalle, Cabot, Hudson, Drake, and Raleigh. (CCRIT 2)

(C) Summarize how France, Spain, England, Russia, and the Netherlands culturally influenced different regions of the United States in which they settled

including regional place names, architectural features, customs, and language.  
(CCRIT 2)

(D) Identify and evaluate instances of both cooperation and conflict between Native American groups and European settlers arising from the Columbian Exchange including agriculture, trade, cultural exchanges, military alliances, wars, and control of territory.

### **210:15-3-95. Social Studies for grade 5 Grade 5: United States Studies: Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607-1806**

—The primary focus for fifth-grade students relates to the history of the United States from early European explorations to approximately 1850. However, for Grade 5 criterion-referenced test in Social Studies, the time frame is approximately 1492–1800, or from European contact through the presidential election of 1800. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history. Fifth graders continue to review and strengthen map and globe skills, and interpret geographical information presented in a variety of formats. Note: Standard 1 process skills are integrated throughout the remaining content standards and will be used to assess the content of standards 2, 3, 4, 5, and 7.

(1) **Standard.** The student will develop and demonstrate the process skills of social studies.

(A) Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.

(B) Construct timelines from significant events in United States history.

(2) **Standard.** The student will describe the early exploration of America.

(A) Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.

(B) Identify the impact of the encounter between Native Americans and Europeans.

(3) **Standard.** The student will examine the growth and development of colonial America.

(A) Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).

(B) Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, the mid-Atlantic, and the southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).

(C) Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe).

(4) **Standard.** The student will examine the lasting impact of the American Revolution.

(A) Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).

- (B) Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).
  - (C) Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal" and "life, liberty and the pursuit of happiness").
  - (D) Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis).
- (5) **Standard.** The student will describe the changing nation during the early federal period.
- (A) Explain the purposes of government.
  - (B) Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays' Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.
  - (C) Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states, and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.
  - (D) Describe the relationship between taxation and government services.
- (6) **Standard.** The student will explore the growth and progress of the new nation.
- (A) Describe and sequence the territorial exploration, expansion, and settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
  - (B) Explain the impact of Andrew Jackson's presidency (e.g., the role of the "common man" in politics and the significance of Jackson's Indian policy).
  - (C) Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit) to the distribution and movement of people, goods, and services.
  - (D) Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, and steam power) created an Industrial Revolution in the United States.
  - (E) Examine the abolitionist and women's suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony).
- (7) **Standard.** The student will review and strengthen geographic skills.
- (A) Identify, evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms.
  - (B) Evaluate how the physical environment affects humans and how humans modify their physical environment.
  - (C) Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a

variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).

~~(D) Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.~~

~~(E) Compare and contrast how different cultures adapt to, modify, and have an impact on their physical environment (e.g., the use of natural resources, farming techniques or other land use, recycling, housing, clothing, and physical environmental constraints and hazards).~~

**(a) PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING: Process and Literacy Skills Standard 1:** The student will develop and demonstrate Common Core informational text reading literacy skills.

**(1) Key Ideas and Details**

(A) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

(B) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

(C) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in United States history primary and/or secondary sources based on specific information in the texts.

**(2) Craft and Structure**

(A) Determine the meaning of social studies-specific words and phrases in a text relevant to United States history and government.

(B) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, historic problem/solution) of events, ideas, concepts, or information in two or more texts.

(C) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**(3) Integration of Knowledge and Ideas**

(A) Draw on information from multiple print or digital sources (e.g., timelines, maps, graphs, charts, political cartoons, images, artwork), demonstrating the ability to locate an answer to a question or to solve an historic problem.

(B) Identify and explain how an author uses reasons and evidence to support particular points in a text.

(C) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**(b) Process and Literacy Skills Standard 2:** The student will develop and demonstrate Common Core writing literacy skills.

**(1) Text Types and Purposes**

(A) Write opinion pieces on topics in U.S. history and government, supporting a point of view with reasons and information.

(B) Write informative/explanatory texts to examine a topic in United States history and government.

(C) Write historically-based narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

(B) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**(3) Research to Build and Present Knowledge**

(A) Conduct short research projects that use several primary and secondary sources to build knowledge through investigation of different aspects of United States history and government.

(B) Gather and recall relevant information from experiences, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

(C) Draw evidence from literary or informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) Write routinely over extended time frames and shorter time frames for a range of U.S. history and government tasks, purposes, and audiences.

**(c) Process and Literacy Skills Standard 3:** The student will develop and demonstrate Common Core speaking and listening skills.

**(1) Comprehension and Collaboration**

(A) 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.

(B) Summarize a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

(C) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**(2) Presentation of Knowledge and Ideas**

(A) Report on a United States History topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.

(B) Include multimedia components (e.g., graphics, sound) and visual displays in United States History presentations when appropriate to enhance the development of main ideas or themes.

**(d) Social Studies Content Skills**

**(1) Content Standard 1:** The student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society. (CCRIT 3 and 8)

(A) Examine the economic and political reasons and motivations for English exploration and settlement in Virginia as evidenced through the competition for resources and the gaining of national wealth and prestige at Roanoke and James Towne. (CCRIT 8)

(B) Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia. (CCRIT 8)

(C) Explain the contributions, relationships, and interactions of John Smith, Powhatan, and John Rolfe to the establishment and survival of the James Towne settlement including the Starving Times and the development of tobacco as Virginia's cash crop. (CCRIT 3)

(D) Identify and explain the reasons for the English commitment to the permanent settlement of James Towne as evidenced through the foundational events of 1619 including the introduction of

- (i) representative government with the meeting of the House of Burgesses,
- (ii) private ownership of land, and
- (iii) Africans as laborers; initially as indentured servants and later lifetime slavery. (CCRIT 8)

(E) Use specific textual evidence from primary and secondary sources to summarize the successes and challenges the settlement of Plimoth Plantation experience in regards to their approach to

- (i) Religious motivations for migration,
- (ii) Governing institutions as established by the *Mayflower Compact*,
- (iii) Relationship with Native Americans, and
- (iv) The contributions of the Pilgrims, William Bradford, Chief Massasoit, and Squanto. (CCRIT 1 and 3)

(2) **Content Standard 2:** The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government. (CCRIT 5, 6 and 7; CCW 9)

(A) Compare and contrast the three colonial regions in regards to natural resources, agriculture, exports, and economic growth including the different uses of the labor systems use of indentured servants and slaves. (CCRIT 5 and CCRIT 6)

(B) Analyze the similarities and differences of self-government in the three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England. (CCRIT 6)

(C) Explain the international economic and cultural interaction occurring because of the triangular trade routes including the forced migration of Africans in the Middle Passage to the British colonies. (CCRIT 3)

(D) Analyze and explain the relationships and interactions of ongoing encounters and conflicts between Native Americans and the British colonists involving territorial claims including King Phillip's War. (CCRIT 3)

(E) Draw evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers, Lord Baltimore, and James Oglethorpe. (CCRIT 7 and CCW 9)

(F) Analyze and compare the daily life in the colonies as experienced by different social classes including large landowners, craftsmen and artisans, farmers, women, enslaved and freed African Americans, indentured servants, merchants, and Native Americans, noting important similarities and differences in the points of view they represent. (CCRIT 6)

(3) 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)

(A) Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain by drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9)

- (i) 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,
- (ii) The *Sugar and Stamp Acts* as the first direct taxes levied by Parliament on the American colonists,
- (iii) The boycotts of British goods and the efforts of the Committees of Correspondence as economic means of protesting British policies the colonists thought were violating their rights to govern themselves including the right of self-taxation in hopes of getting the acts repealed,
- (iv) The *Quartering Act* as a way for the British government to share the costs of defending the colonies and of controlling the growing colonial discontent,
- (v) The Boston Massacre as a sign the colonists were beginning to change protest tactics from peaceful means to direct, physical confrontation,
- (vi) Colonial arguments that there should be no taxation without representation in Parliament,
- (vii) The Boston Tea Party and issuance of the *Coercive Acts* (the *Intolerable Acts*) as punishment for destroying private property,
- (viii) The British raids on Lexington and Concord, which provoked colonial armed resistance resulting in the siege of the British in Boston, and
- (ix) The publication of Thomas Paine's pamphlet, *Common Sense*, which made a rational argument for colonial independence.

(B) Draw specific evidence from the *Declaration of Independence* to identify and explain the colonial grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, inalienable rights, and the consent of the governed. (CCRIT 8 and CCW 9)

(C) 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.*

(D) Draw specific evidence from informational texts and analyze the formation, benefits, and weaknesses of the first American national system of government under the *Articles of Confederation* including conducting and winning the Revolutionary War and management of the western territories. (CCRIT 7 and CCW 9)

(E) Analyze and explain the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, the experiences at Valley Forge, the impact of the battles at Trenton, Saratoga, and Yorktown, as well as the recognition of an independent United States by Great Britain through the *Treaty of Paris*. (CCRIT 3)

(F) Identify and explain the contributions and points of view of key individuals and groups involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Benjamin Franklin, Thomas Jefferson, Mercy Otis Warren, Phyllis Wheatley, the Sons and Daughters of Liberty, patriots, and loyalists by drawing information from multiple sources. (CCRIT 7, 8 and CCW 7, 9)

(4) **Content Standard 4:** The student will examine the formation of the American system of government following the American Revolution.

(A) Draw specific evidence from informational texts and examine the issues and events encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including a weak national government, the *Northwest Ordinance*, and civil unrest as typified in Shays' Rebellion. (CCRIT 3 and CCW9)

(B) Examine the contributions and leadership of George Washington, James Madison, George Mason, and Gouverneur Morris as evidenced in the great issues, debates, and compromises of the Constitutional Convention including the *Virginia Plan* and the *New Jersey Plan*, slavery, the Three-fifths Compromise, and the Great Compromise. (CCRIT 2)

(C) Determine the main purposes of the United States government as expressed in the *Preamble* and as evidenced in the *United States Constitution* including the principles reflected in the separation of powers, checks and balances, and shared powers between the federal and state governments, and the basic responsibilities of the three branches of government. (CCRIT 2)

(D) Explain the process of ratification of the *United States Constitution* as well as compare and contrast the viewpoints of the Federalists and Anti-Federalists over the addition of a bill of rights. (CCRIT 5)

(E) Examine the *Bill of Rights* and summarize the liberties protected in all 10 amendments. (CCRIT 2)

(5) **Content Standard 5:** The student will compare and contrast the continued formation of the new nation under the leadership of Presidents Washington, Adams, and Jefferson. (CCRIT 5)

(A) Analyze the formation of the new government and the presidential leadership qualities of George Washington including the precedent set by his decision not to seek a third term and the impact of his *Farewell Address*.

(B) Explain the impact of the presidential election of 1800 regarding the peaceful transfer of political power from one party to another.



(C) Examine the transformative impact of the *Louisiana Purchase* in 1803 upon the American system in regards to the explorations by Lewis and Clark and the concept of Manifest Destiny as America expanded westward.

**210:15-3-96. World studies for grade 6 Grade 6: World Geography: The Western Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions**

~~World Studies is designed to offer students to opportunity to begin a more global study of the earth's people and environments, concentrating on the understanding of basic concepts and characteristics common in the political and economic development of human populations.~~

~~(1) **Standard.** The student will develop and practice the process skills of social studies.~~

~~(A) Locate, gather, and analyze information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media.~~

~~(B) Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite produced images or computer based technologies.~~

~~(C) Interpret information from a broad selection of research materials such as encyclopedias, almanacs, dictionaries, atlases and cartoons.~~

~~(2) **Standard.** The student will use geographic representations to draw conclusions.~~

~~(A) Apply the concepts of scale, orientation, latitude and longitude, and physical regions.~~

~~(B) Compare political, physical, and thematic maps.~~

~~(C) Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.~~

~~(3) **Standard.** The student will analyze selected cultures which have affected our history.~~

~~(A) Define the characteristics of culture and the role culture played on the development of the world's peoples.~~

~~(B) Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.~~

~~(C) Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese), on migration and settlement patterns.~~

~~(4) **Standard.** The student will compare and contrast political and economic systems.~~

~~(A) Identify and describe major world political systems and the role of governmental involvement in such systems (such as dictatorships, constitutional monarchies, and representative democracies).~~

~~(B) Identify and describe major economic systems and the role of governmental involvement and individual decision making within such systems (such as traditional, command, and market economies).~~

(a) **PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1:** The student will develop and demonstrate Common Core Social Studies reading literacy skills.

(1) **Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

(C) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**(2) Craft and Structure**

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

(B) Describe how a text presents information (e.g., sequentially, comparatively, causally).

(C) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**(3) Integration of Knowledge and Ideas**

(A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

(B) Distinguish among fact, opinion, and reasoned judgment in a text.

(C) Analyze the relationship between a primary and secondary source on the same topic.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**(b) Literacy Skills Standard 2:** The student will develop and demonstrate Common Core Social Studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

(iv) Establish and maintain a formal style.

(v) Provide a concluding statement or section that follows from and supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

(iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(v) Establish and maintain a formal style and objective tone.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(C) See note; not applicable as a separate requirement.

**(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

(C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(D) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(E) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(F) Draw evidence from informational texts to support analysis reflection, and research.

**(3) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) Content Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

(A) Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

(B) Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climagraphs, cartagrams, contour/relief maps, GIS systems, and diagrams.

(C) Describe basic types of map projections and compare how they display information including Mercator, Peterson, and Robinson, and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

(D) Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.

(E) Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

(F) 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.*

**(b) 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.

(2) Describe specific political regions of the Western Hemisphere and identify on a political map the major urban centers and countries including

(A) All nations of North America, Central America, South America, and the Caribbean, and

(B) Major metropolitan areas including New York City, Los Angeles, Chicago, Houston, Washington, DC, Miami, Toronto, Montreal, Vancouver, Mexico City, Panama City, San Jose, Rio de Janeiro, Buenos Aires, Santiago, Caracas, Bogota, Sao Paulo, San Juan, and Havana.

(3) Describe the characteristics and relative location of major cultural regions of the Western Hemisphere including

(A) the Maya civilization of Mesoamerica,

(B) the Inca civilization of Latin America,

(C) the Inuit indigenous peoples of the Arctic,

(D) Hispanic communities of the United States and indigenous peoples of North and South America, and French-speaking Quebec.

(4) Explain and summarize how common characteristics can link as well as divide regions including

(A) The question of sovereignty for French-speaking Canadians, \_\_\_\_\_

(B) The free trade relationships established by NAFTA, and

(C) The establishment of *maquiladoras* on the United States-Mexican border.

(5) Cite specific textual and visual evidence in order to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Western Hemisphere including:

(A) The bi-national construction of the St. Lawrence Seaway,

(B) Disputes between South American nations over fishing rights off the Pacific Coast,

- (C) The strain on international relations caused by immigration, and
- (D) Relief efforts of the United Nations following natural disasters.

(c) **Content Standard 3.** The student will examine the interactions of physical systems that shape the patterns of Earth's surface.

(1) Integrate visual information in order to identify on a physical map and describe the major landforms and bodies of water of the Western Hemisphere including

(A) Bodies of Water - Mississippi, Colorado, MacKenzie, Rio Grande, and Amazon Rivers, Gulf of Mexico, Hudson Bay, Straits of Magellan and the Bering Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.

(B) Landforms - the Appalachian, Rocky, Andes, and Cascade Mountain Ranges, the Atacama and Sonoran Deserts, the Hawaiian and Greater Antilles archipelagos, the Pampas and Great Plains, the Canadian Shield, the Yucatan Peninsula, the Isthmus of Panama, and the Great Basin.

(2) Describe how the processes and factors of latitude, elevation, Earth-Sun relationship, prevailing winds, and proximity to bodies of water influence climate and how humans respond to regional climate patterns and events including drought and *El Niño*.

(3) Analyze the impact of natural disasters on human populations including forced migration, scarcity of consumer goods, and loss of employment.

(d) **Content Standard 4.** The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.

(1) Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies.

(2) Describe and compare examples of the market and command economic systems including how governments affect economic activities in such systems.

(3) Describe the major political systems of representative governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.

(4) Cite specific textual evidence to explain patterns of global economic interdependence and world trade including the concepts of balance of trade, supply and demand, and measures of economic growth including Gross Domestic Product (GDP).

(5) Analyze the impact of geography on population location, growth, and change, applying geographic concepts of population density, the availability of resources, settlement patterns, and migrational push and pull factors including the twentieth century Asian and Caribbean refugee migration to North America or the pattern of Hispanic workers migrating to the United States.

(e) **Content Standard 5.** The student will analyze the interactions of humans and their environment in the western hemisphere.

(1) Integrate and compare visual information of the common characteristics of developed and developing countries including access to human and economic capital, the impact of education and technology; and analyze data used by geographers including literacy rate, life expectancy, and per capita income.

(2) Summarize the impact of the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including

- (A) The United States' and Canada's access to fossil fuels, water, iron, and arable soil,
- (B) Agricultural development dependent on the natural aquifers of the Great Plains,
- (C) The nationalized oil production in Venezuela and Mexico, and
- (D) North America's access to iron and coal enabling a productive steel industry.
- (3) Evaluate the effects of human modification of and adaptation to the natural environment including
  - (A) Terraced farmland of the Andes,
  - (B) Construction of the Panama Canal,
  - (C) Clear-cutting of the boreal forests of North America, and
  - (D) Diversion of the Colorado River for irrigation and municipal water.
- (4) Analyze regional problems of the western hemisphere having spatial dimensions including
  - (A) Oil spills in the Gulf of Mexico,
  - (B) Deforestation of Amazonia,
  - (C) Air pollution and urban sprawl of Mexico City, and
  - (D) Water pollution from industrial run-off into the Great Lakes.
- (5) Summarize the role of citizens as responsible stewards of natural resources and the environment including
  - (A) Careful use of fertilizer and pesticides to avoid polluting the land and the water supply,
  - (B) Participation in recycling and anti-littering activities,
  - (C) Conservation of natural resources, and
  - (D) Support of alternative and sustainable energy sources.

**210:15-3-97. World geography for grade 7 Grade 7: World Geography: The Eastern Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions**

—Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore how these spatial patterns form, change over time, and relate to one another throughout various regions. Students will examine the cultural, political, and economic developments, physical geography, and population distribution for each region.

(1) **Standard.** The student will use maps and other geographic representations, tools, and technologies to analyze relationships between people, places, and environments of world regions from a spatial perspective.

- (A) Locate, gather, analyze, and apply information from primary and secondary sources.
- (B) Apply the concepts of scale, distance, direction, relative location, latitude and longitude.
- (C) Construct and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.
- (D) Recognize the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite images, and models.

(2) **Standard.** The student will examine the major cultural and physical regions of the world to interpret the earth's complexity.

- (A) Define the concept of a region and explain how common characteristics can link and divide regions.

- (B) Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
  - (C) Explain how and why regions change over time.
  - (D) Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, and major cities, rivers, mountain ranges, regions, biomes, and countries of the world.
- (3) **Standard.** The student will examine the interactions of physical systems that shape the patterns of the earth's resources.
- (A) Identify forces beneath and above the earth's crust, explaining the processes and agents that influence the distribution of resources.
  - (B) Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).
  - (C) Analyze the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.
- (4) **Standard.** The student will evaluate the human systems of the world.
- (A) Compare and contrast common characteristics of world cultures (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems).
  - (B) Explain patterns and processes of global economic interdependence (e.g., developed and developing countries, economic activities, and world trade).
  - (C) Describe how changes in technology, transportation, and communication affect the location of economic activities.
  - (D) Recognize and explain the impact of ethnic diversity within countries and major cultural regions.
  - (E) Evaluate issues of population location, growth and change, including density, settlement patterns, migration, and availability of resources.
- (5) **Standard.** The student will examine the interactions of humans and their environment.
- (A) Identify and describe the relationship between the distribution of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries.
  - (B) Evaluate the effects of human modification of the natural environment (e.g., use of the steel plow, crop rotation, types of housing, flood prevention, discovery of valuable mineral deposits, the greenhouse effect, desertification, clear-cutting forests, air and water pollution, urban sprawl, and use of pesticides and herbicides in agriculture).
- (6) **Standard.** The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.
- (A) Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).
  - (B) Explain the influence of geographic features on the development of historic events and movements.
  - (C) Analyze local, regional, national, and world policies and problems having spatial dimensions (e.g., acid rain and international boundaries; and water quality affected by run-off from poultry and hog farms).

**(a) PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1:** The student will develop and demonstrate Common Core Social Studies reading literacy skills.

**(1) Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

(C) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**(2) Craft and Structure**

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

(B) Describe how a text presents information (e.g., sequentially, comparatively, causally).

(C) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**(3) Integration of Knowledge and Ideas**

(A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

(B) Distinguish among fact, opinion, and reasoned judgment in a text.

(C) Analyze the relationship between a primary and secondary source on the same topic.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**(b) Literacy Skills Standard 2:** The student will develop and demonstrate Common Core Social Studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

(iv) Establish and maintain a formal style.

(v) Provide a concluding statement or section that follows from and supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to



achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

(iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(v) Establish and maintain a formal style and objective tone.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

(C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(D) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(E) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(F) Draw evidence from informational texts to support analysis, reflection, and research.

## **(3) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

## **(c) Social Studies Content Standards**

(1) Content Standard 1 - The student will analyze data from a geographic perspective using the skills and tools of geography.

(A) Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.

(B) Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that

data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climographs, cartagrams, contour/relief maps, GIS systems, and diagrams.

(C) Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.

(D) Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface and to organize information about people, places, and environments.

(E) Conduct short research projects by investigating contemporary events and issues from political, economic, social, and geographic perspectives.

(F) 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.*

(2) **Content Standard 2** - The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

(A) Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including:

(i) Europe – London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia,

(ii) Southwest Asia – Mecca/Saudi Arabia, Jerusalem/Israel, Tehran/Iran, Beirut/Lebanon, and Bagdad/Iraq,

(iii) South Asia – Mumbai/India, Pakistan, Afghanistan,

(iv) East and Southeast Asia – Beijing/China, Seoul/South Korea, Tokyo/Japan, Indonesia, Vietnam, and Malaysia,

(v) Africa – Cairo/Egypt, Nairobi/Kenya, South Africa, Libya, Sudan, and Nigeria, and

(vi) Oceania – Australia and New Zealand.

(B) Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including

(i) Physical Regions -

(a) Sub-Saharan savannas and rainforests,

(b) Pacific Ring of Fire,

(c) Rhine-Danube industrial corridor, and

(d) The Himalayan Mountain Range.

(ii) Cultural Regions –

(a) The Sahel's and Sahara's nomadic peoples,

(b) Jerusalem's religious significance to Judaism, Christianity, and Islam, and

(c) The cultural hearths of the Nile, Indus, Ganges, Hwang He River Valleys, and Mesopotamia.

(C) Explain and summarize how common physical or human characteristics can link as well as divide regions including

(i) Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers,

(ii) Ural Mountains that physically divide Europe from Asia,

(iii) Sahara Desert that physically and culturally divides North Africa from Sub-Saharan Africa,

(iv) Multiple languages, religion, and the legacy of the caste system in India that present barriers to cultural unity, and

(v) Cultural differences resulting in civil war and genocide in Darfur and Rwanda.

(D) Cite specific textual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including

(i) Multinational peace-keeping efforts to stabilize Arab-Israeli relations,

(ii) Roots of disputes between India and Pakistan resulting in the threat of conventional war and nuclear war,

(iii) Impact of multiple ethnic groups on Nigerian political stability,

(iv) Coordination of currency and free trade zones created by the European Union,

(v) Humanitarian relief efforts by the United Nations to address hunger in Africa, and

(vi) The struggle for and achievement of civil liberties and economic opportunities in South Africa's post-apartheid era.

(E) Explain and summarize how and why regions change over time through physical and human processes which operate to modify Earth's surface including the

(i) Cultural diffusion brought about by North Africa's location central to trade across multiple continents,

(ii) Impact of overgrazing and drought leading to desertification in the Sahel,

(iii) Results of the Green Revolution in Central Asia, and

(iv) Effects of abundant oil supplies in the Persian Gulf region.

(3) **Content Standard 3.** The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.

(A) Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including

(i) Landforms – the Iberian, Scandinavian, and Indochina Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.

(ii) Bodies of water – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian

and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.

(B) Analyze from multiple perspectives the impact of natural disasters on human populations resulting in forced migration, scarcity of consumer goods, and loss of employment including

(i) The impact of plate tectonics resulting in earthquakes, tsunamis, and volcanic eruptions on human and physical systems bordering the Pacific Ring of Fire,

(ii) Frequent drought of northern Africa and Southwest Asia that creates stress on humans and wildlife,

(iii) The impact of monsoon patterns and typhoon activity on agriculture and loss of life in South Asia, and

(iv) Regular flooding of China's rivers resulting in the accumulation of loess.

(4) Content Standard 4. The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

(A) Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

(B) Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the five major world religions and the significance of religion in contemporary societies.

(C) Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross Domestic Product (GDP), and per capita income.

(D) Compare and contrast the market and command economic systems and how governments affect economic activities in such systems including

(i) Economic reforms in China that are moving China from a command system toward a market system.

(ii) The economic advantages and disadvantages of Sweden's mixed market system.

(iii) The economic prosperity generated by Japan's market system, and

(iv) The economic development limitations of North Korea's command economic system.

(E) Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials lawmaking, and the liberties guaranteed under different forms of government.

(i) The symbolic role of the British crown in comparison to the absolute authority of the monarchy of Saudi Arabia.

(ii) The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.

(F) Integrate visual information to explain patterns of global economic interdependence and world trade focusing on the concepts of imports and exports, supply and demand, Gross National Product (GNP), and balance of trade including

(i) The European Union's single currency and open single market that link economies and governments.

(ii) The relative isolation of Japan and the United Kingdom that require extensive trade patterns for natural resources and markets,

(iii) Outsourcing of technological and manufacturing jobs to developing regions of Asia, and

(iv) Control over production and supply of global oil reserves as exercised by the Oil Producing and Exporting Countries (OPEC).

(G) Evaluate and summarize the impact of geography on population location, growth, change and density and on the availability of resources, settlement patterns, and migration including the

(i) Impact of push and pull factors on the rural migration to overcrowded urban centers in India,

(ii) Challenges of under-population on the labor market in developed nations of Europe,

(iii) Changing face of European cultures as a result of recent patterns of immigration, and

(iv) Impact of China's one-child policy on population growth and culture.

(5) Content Standard 5. The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

(A) Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the

(i) Abundant energy resources driving China's rapid development,

(ii) Reserves of valuable minerals responsible for South Africa's economic growth,

(iii) Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and

(iv) Value of North Sea petroleum reserves to developed nations' economies.

(B) Evaluate the effects of human modification of and adaptation to the natural environment including the

(i) Deforestation of Indonesia's rainforests,

(ii) Creation of living space through the drainage of seawater and the system of dikes in the Netherlands,

(iii) Transformation of arid lands of the Arabian Peninsula through introduction of western irrigation methods,

(iv) Use of terrace farming and double-cropping as solutions to food needs of East Asia, and

(v) Benefits and dangers of nuclear power generation as exemplified by the environmental disaster at Chernobyl.

- (C) Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the
- (i) Management of the Aral Sea's water resources,
  - (ii) Impact of economic development on Russia's Arctic regions, and
  - (iii) Transformation of the environment and population centers caused by the construction of the Three Gorges Dam in China.

**210:15-3-98. United States History 1760-1877 for grade 8 Grade 8: Creating the United States:**

**The Foundation, Formation, and Transformation of the American Nation, 1754-1877**

(a) The focus of the course in United States History for Grade 8 is the American Revolution through the Civil War and Reconstruction era (1760-1877). However, for the Grade 8 criterion-referenced test over "History, Constitution and Government of the United States," the time frame is 1760-1860, or from approximately George III's succession to the British throne to the election of Abraham Lincoln as president.

(b) The student will describe and analyze the major causes, key events, and important personalities of the American Revolution. He or she will examine in greater depth the factors, events, documents, significant individuals, and political ideas that led to the formation of the United States of America. These will be pursued through a chronological study of the early national period, westward expansion, and the Civil War and Reconstruction eras. Citizenship skills will focus upon the development and understanding of constitutional government in the United States. The student will continue to gain, develop, and put to use a variety of social studies skills.

~~(1) **Standard.** The student will develop and practice process skills in social studies.~~

~~(A) Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations.~~

~~(B) Identify, analyze, and interpret primary and secondary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events and life in United States history.~~

~~(C) Construct various timelines of United States, highlighting landmark dates, technological changes, major political, economic and military events, and major historical figures.~~

~~(D) Locate on a United States map major physical features, bodies of water, exploration and trade routes, and the states that entered the Union up to 1877.~~

~~(E) Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.~~

~~(F) Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions.~~

~~(G) Interpret patriotic slogans and excerpts from notable quotations, speeches and documents (e.g., "Give me liberty or give me death," "Don't Tread On Me," "One if by land and two if by sea," "The shot heard 'round the world," "E Pluribus Unum," the Declaration of Independence, the Preamble to the Constitution, "Fifty-four forty or Fight," and the Gettysburg Address).~~

~~(2) **Standard.** The student will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.~~

(A) Read, write, and present a variety of products, such as tables, charts, graphs, maps, reports, letters, computer presentations, checklists, resumes, brochures, pamphlets, and summaries.

(B) Write on, speak about, and dramatize different historical perspectives of individuals and groups (e.g., settlers, slaves, indentured servants, and slaveholders; Patriots and Loyalists; Federalists and Anti-Federalists; political parties; rural and urban dwellers; and peoples of different cultural, economic, and ethnic backgrounds).

(C) Write on, speak about, and dramatize different evaluations of the causes and effects of major events (e.g., the American Revolution, the Constitutional Convention, the Industrial Revolution, westward expansion, the Civil War, and Reconstruction).

(D) Examine the development and emergence of a unique American culture (e.g., art, music, and literature).

**(3) Standard.** The student will examine and explain the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement.

(A) Explain the political and economic consequences of the French and Indian War in both Europe and North America, and the overhaul of English imperial policy following the Treaty of Paris of 1763 and the Proclamation of 1763.

(B) Compare and contrast the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of the empire, including the Sugar, Stamp, and Declaratory Acts.

(C) Reconstruct the chronology and recognize the significance of the critical events leading to armed conflict between the colonies and England.

(i) Colonial opposition to and protests against "taxation without representation" (e.g., the Sons of Liberty and boycotts of British goods).

(ii) The Quartering Act and the Townshend Acts.

(iii) The Boston Massacre.

(iv) The Boston Tea Party and the "Intolerable Acts."

(v) The First Continental Congress.

(D) Analyze political, ideological, religious, and economic origins of the Revolution.

(E) Examine the arguments between Patriots and Loyalists about independence and draw conclusions about how the decision to declare independence was reached at the Second Continental Congress.

**(4) Standard.** The student will evaluate and describe the factors which affected the course of the American Revolution and contributed to the American victory.

(A) Analyze the ideological war between Great Britain and her North American colonies as expressed in the Declaration of Independence.

(i) Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.

(ii) Describe how key principles of the Declaration of Independence grew in importance to become unifying ideas of democracy in the United States.

(B) Explain the significance of the political, economic, geographic and social advantages and disadvantages of each side.

(C) Compare and contrast different roles and perspectives on the war (e.g., men and women, white colonists of different social classes, free and enslaved African Americans, and Native Americans).

(D) Identify and chronologically detail significant developments, battles and events, including Lexington and Concord, the publication of Common Sense, Saratoga, the French Alliance, the Valley Forge encampment, Yorktown, and the Treaty of Paris of 1783, and explain how the colonists won the war against superior British resources.

(E) Trace the formation of a national government of the United States by the Second Continental Congress in the Articles of Confederation.

(F) Recognize the significance of key individuals, including King George III, Lord North, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Lord Cornwallis, Thomas Jefferson, Patrick Henry, and Thomas Paine.

(5) **Standard.** The student will examine the significance of and describe the institutions and practices of government created during the American Revolution and how they were revised between 1787 and 1815 to create the United States Constitution and the Bill of Rights.

(A) Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.

(B) Explain the dispute over the western lands and how it was resolved through the Northwest Ordinance, and describe the economic issues arising out of the Revolution and Shays' Rebellion.

(C) Recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and key individuals (e.g., George Washington, James Madison, and George Mason); the struggle for ratification of the Constitution as embodied in the Federalist Papers and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.

(D) Identify and explain the fundamental principles of the Constitution, including popular sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.

(E) Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights, including the freedoms of religion, speech, press, assembly and petition, and the rights to due process and trial by jury.

(F) Examine the major domestic and foreign affairs issues facing the first three presidents and Congress, the development of political parties, and the significance of the presidential election of 1800.

(G) Describe Alexander Hamilton's economic plan for the United States (e.g., the national bank, redemption of bonds, and protective tariffs).

(H) Appraise how Chief Justice John Marshall's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the Constitution and established the Supreme Court as an independent and equal branch of the federal government.



~~(I) Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida in the Adams-Onís Treaty.~~

~~(6) **Standard.** The student will examine and describe the economy of the United States from 1801 to 1877.~~

~~(A) Describe the economic growth and changes in the United States in science, technology, energy, manufacturing, entrepreneurship, and transportation, including geographic factors in the location and development of United States industries and centers of urbanization (e.g., Industrial Revolution, the early labor movement, and famous entrepreneurs of the time).~~

~~(B) Evaluate the impact in the Northern states of the concentration of industry, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.~~

~~(C) Evaluate the impact in the Southern states of the dependence on cotton, the plantation system and rigid social classes, and the relative absence of enterprises engaged in manufacturing and finance.~~

~~(D) Assess the economic, political and social aspects of slavery, the variety of slave experiences, African American resistance to slavery, and the rise of sharecropping and tenant farming.~~

~~(7) **Standard.** The student will examine the significance of the Jacksonian era.~~

~~(A) Trace the development of Jacksonian Democracy and explain why the election of Andrew Jackson was considered a victory for the "common man."~~

~~(B) Analyze Jackson's attack on the Second Bank of the United States and the subsequent business cycle of inflation and depression in the 1830s.~~

~~(C) Describe and explain the Nullification Crisis and the development of the states' rights debates.~~

~~(D) Compare and contrast the policies toward Native Americans pursued by presidential administrations through the Jacksonian era, and evaluate the impact on Native Americans of white expansion, including the resistance and removal of the Five Tribes (i.e., Choctaw, Chickasaw, Creek, Seminole, and Cherokee).~~

~~(8) **Standard.** The student will research and interpret evidence of how Americans endeavored to reform society and create a distinct culture from 1801 to 1877.~~

~~(A) Analyze changing ideas about race and assess pro-slavery and anti-slavery ideologies in the North and South.~~

~~(B) Explain the fundamental beliefs of abolitionism and the operation of the Underground Railroad.~~

~~(C) Assess the importance of the Second Great Awakening and the ideas and beliefs of its principal leaders.~~

~~(D) Identify major utopian experiments (e.g., New Harmony, Indiana, and Oneida, New York) and describe the reasons for their formation.~~

~~(E) Examine changing gender roles and the ideas and activities of women reformers.~~

~~(F) Identify and explain the significance of the activities of early reform leaders of different racial, economic and social groups in education, abolition, temperance, and women's suffrage.~~

~~(9) **Standard.** The student will evaluate and explain the westward expansion of the United States from 1801 to 1877.~~

~~(A) Examine and discuss Manifest Destiny as a motivation and justification for westward expansion, the lure of the West, and the reality of life on the frontier.~~

~~(B) Delineate and locate territorial acquisitions (e.g., Texas Annexation, Mexican Cession, and Gadsden Purchase), explorations, events, and settlement of the American West using a variety of resources.~~

~~(C) Describe the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark.~~

~~(D) Analyze the causes of Texas independence and the Mexican-American War, and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.~~

~~(E) Assess the factors that led to increased immigration (e.g., the Irish potato famine, railroad construction, and employment opportunities) and how ethnic and cultural conflict was intensified.~~

~~(F) Compare and contrast the causes and character of the rapid settlement of Oregon and California in the late 1840s and 1850s.~~

~~(G) Examine the religious origins and persecution of the Mormons, explain the motives for their trek westward, and evaluate their contributions to the settlement of the West.~~

~~(H) Describe the importance of trade on the frontiers and assess the impact of westward expansion on Native American peoples, including their displacement and removal and the Indian Wars of 1850s-1870s.~~

~~(I) Evaluate the impact of the Homestead Act of 1862 and the resulting movement westward to "free land."~~

~~(10) **Standard.** The student will examine and describe how the North and South differed and how politics and ideologies led to the Civil War.~~

~~(A) Identify and explain the economic, social, and cultural sectional differences between the North and the South.~~

~~(B) Examine how the invention of the cotton gin, the demand for cotton in northern and European textile factories, and the opening of new lands in the South and West led to the increased demand for slaves.~~

~~(C) Evaluate the importance of slavery as a principal cause of the conflict.~~

~~(D) Explain how the Compromise of 1850, the publication of Uncle Tom's Cabin, the Kansas Nebraska Act, the Dred Scott decision, and John Brown's raid on Harper's Ferry contributed to and increased sectional polarization.~~

~~(E) Discuss the significance of the presidential election of 1860, including the issues, personalities, and results.~~

~~(11) **Standard.** The student will describe the course and character of the Civil War and Reconstruction eras and their effects on the American people, 1861-1877.~~

~~(A) Compare the economic resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side.~~

~~(B) Identify the turning points of the war (e.g., major battles and the Emancipation Proclamation) and evaluate how political, economic, military, and diplomatic leadership affected the outcome of the conflict.~~

- ~~(C) Compare and contrast the motives for fighting and the daily life experiences of Confederate soldiers with those of Union soldiers, both white and African-American.~~
- ~~(D) Compare homefront and battlefield roles of women in the Union and the Confederacy.~~
- ~~(E) Examine the various plans for Reconstruction the programs to transform social relations in the South, and the successes and failures of Reconstruction in the South, North, and West (e.g., the role of carpetbaggers and scalawags, the passage of Black Codes, the accomplishments of the Freedmen's Bureau, and the rise of the Ku Klux Klan).~~
- ~~(F) Explain the provisions of the 13th, 14th and 15th Amendments and the political forces supporting and opposing each.~~
- ~~(G) Analyze the escalating conflict between the president and Congress, and explain the reasons for and consequences of Andrew Johnson's impeachment and trial.~~
- ~~(H) Analyze how and why the Compromise of 1877 effectively ended Reconstruction.~~

**(a) PROCESS AND LITERACY SKILLS: Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.**

**(1) Key Ideas and Details**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources.
- (B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- (C) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**(2) Craft and Structure**

- (A) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- (B) Describe how a text presents information (e.g., sequentially, comparatively, causally).
- (C) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**(3) Integration of Knowledge and Ideas**

- (A) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- (B) Distinguish among fact, opinion, and reasoned judgment in a text.
- (C) Analyze the relationship between a primary and secondary source on the same topic.

**(4) Range of Reading and Level of Text Complexity**

- (A) By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**(b) Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.**

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

(iii) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

(iv) Establish and maintain a formal style.

(v) Provide a concluding statement or section that follows from and supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

(iii) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to inform about or explain the topic.

(v) Establish and maintain a formal style and objective tone.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented.

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

(C) Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

(D) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

(E) Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

(F) Draw evidence from informational texts to support analysis reflection, and research.

## **(3) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) 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.

(A) Summarize the political and economic consequences of the French and Indian War on the 13 colonies including the imperial policies of requiring the colonies to pay a share of the costs of defending the British Empire and the precedent of the *Albany Plan of Union* as an early attempt to unify the colonies.

(B) Cite specific textual evidence to summarize the significance of British attempts to regulate colonial rights, as well as the colonial responses to these measures including

(i) 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,

(ii) The *Coercive Acts of 1774* (the Intolerable Acts) as British punishment for the Boston Tea Party and the convening of the First Continental Congress as a colonial response,

(iii) The Battles of Lexington and Concord as a rallying point of armed colonial resistance, and

(iv) Patrick Henry's *Give Me Liberty or Give Me Death* speech and Thomas Paine's pamphlet *Common Sense* advocating the defense of colonial rights and independence.

(C) Cite specific textual evidence to analyze the ideological and propaganda war between Great Britain and her North American colonies including the

(i) Points of views of the Patriots and the Loyalists about independence,

(ii) Writings of Mercy Otis Warren and Phyllis Wheatley,

(iii) Use of Paul Revere's engraving of the Boston Massacre,

(iv) Rejection of the *Olive Branch Petition* by King George III, and

(v) Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.

(D) Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin including

(i) John Locke's theory of natural rights,

(ii) The concept of the social contract,

(iii) The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and

(iv) Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the *Declaration of Independence*.

(E) 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.*

(2) **Content Standard 2:** The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of significant individuals and groups involved in the key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

(A) Analyze the formation of the first American national system of government under the *Articles of Confederation* including the success of conducting and winning the Revolutionary War.

(B) Compare and contrast the different motivations and choices that various colonial populations had regarding the War for Independence including

(i) Whether to fight for independence, remain loyal to the king, or to be neutral.

(ii) The choices that free and enslaved African Americans had of escaping to freedom, or joining the British or Colonial forces, or remaining enslaved.

(iii) The decisions Native Americans had as to which side to support in hopes of protecting their traditional cultures and native territories, and

(C) Cite specific textual evidence to summarize the impact of key military and diplomatic events including the

(i) Military leadership of George Washington,

(ii) Victories at Boston, Trenton, and Saratoga,

(iii) French Alliance,

(iv) Publication of Thomas Paine's *The Crisis*,

(v) Valley Forge Encampment, and

(vi) Defeat of Lord Cornwallis's army at the Siege of Yorktown.

(3) **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 *United States Constitution*.

(A) Examine and summarize the issues encountered by the young nation that led to the Constitutional Convention in Philadelphia in 1787 including the

(i) Strengths and weaknesses of the *Articles of Confederation*,

(ii) Lack of a common national currency,

(iii) Lack of a common defense,

(iv) Management of the war debts,

(v) Disputes over the western territories as resolved by the *Northwest Ordinance*, and

(vi) Civil unrest as typified in Shays' Rebellion.

(B) Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the Great Compromise, the Three-fifths Compromise, and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.

(C) Cite specific textual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers Number 10 and Number 51*, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.

(D) Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial review.

(E) Cite specific textual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.

**(4) Content Standard 4:** The student will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.

(A) Analyze the impact and consequences of major events and issues facing early presidential administrations including

(i) The suppression of the Whiskey Rebellion and establishment of the government's right to tax,

(ii) President George Washington's advice for the new nation in his *Farewell Address*,

(iii) The restriction of individual rights in the *Alien and Sedition Acts* and the responses of the Republican-Democrats in the *Virginia and Kentucky Resolutions*,

(iv) The impact of the presidential election of 1800 and the peaceful transfer of political power from one party to another,

(v) The acquisition of territory through the *Louisiana Purchase* and the contributions of the explorations of Lewis and Clark,

(vi) How the Marshall Court's precedent-setting decisions in *Marbury v. Madison* and *McCulloch v. Maryland* interpreted the *United States Constitution* and established the United States Supreme Court as an independent and equal branch of the federal government.

(vii) The War of 1812 which confirmed American independence and fueled a spirit of nationalism,

(viii) The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the *Missouri Compromise*, and

(ix) The Monroe Doctrine as an attempt to protect American interests and territory in the western hemisphere.

(B) Summarize the significance and impact of the Jacksonian Era including the:

(i) Election of Andrew Jackson as a victory for the common man,

(ii) Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and

(iii) Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.

(C) Cite specific textual and visual evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.

(D) Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.

(E) Analyze and summarize the significance of the Abolitionist and Women's Suffrage Movements including the influence of the Second Great Awakening and the *Declaration of Sentiments*, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.

(F) Examine the concept of Manifest Destiny as a motivation and justification for westward expansion, including the

(i) Territorial growth resulting from the annexation of Texas, the *Mexican Cession*, and the *Gadsden Purchase*,

(ii) Causes of the rapid settlement of Oregon and California,

(iii) Impact upon Native American culture and tribal lands, and

(iv) Growing sectional tensions regarding the expansion of slavery.

(5) Content Standard 5: The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.

(A) Cite specific textual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization as seen in the following significant events including the

(i) *Compromise of 1850* as a last attempt to reach a compromise regarding slavery,

(ii) Publication of *Uncle Tom's Cabin* as fuel for anti-slavery sentiments,

(iii) *Kansas-Nebraska Act* as it established the principle of popular sovereignty in new territories, repealed the *Missouri Compromise*, and led to factional feuds in Bleeding Kansas, and

(iv) *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.

(B) Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the

(i) Secession of South Carolina as expressed in the *Ordinance of Secession*,

(ii) Goal of President Abraham Lincoln to preserve the Union,

(iii) Formation of the Confederate States of America,

(iv) Opening attack on Fort Sumter, and

(v) Rising tensions over the strategic Border States.



(C) Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.

(D) Identify and summarize the consequences of the major turning points of the war including the

(i) Anaconda Plan and Total War Strategy.

(ii) Battle of Antietam as a catalyst for the issuance of the *Emancipation Proclamation* and its role in expanding the goals of the war to include the ending of slavery.

(iii) Battle of Gettysburg as inspiration for the *Gettysburg Address* and how Lincoln's speech clarified the Union's motivations for winning the war.

(iv) Capture of Vicksburg in securing the Union's control of the Mississippi River.

(v) *Second Inaugural Address* of President Lincoln, calling for national reconciliation.

(vi) Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse, and

(vii) Impact of Lincoln's assassination and loss of his leadership on plans for reconstruction.

(6) **Content Standard 6:** The student will analyze the transformation of politics and society during the Reconstruction Era, 1865 to 1877.

(A) Compare and contrast the various policies and plans for the reconstruction of the Confederacy including those proposed by President Lincoln, President Andrew Johnson, and the Radical Republicans.

(B) Cite specific textual evidence to analyze the impact of the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments, the Black Codes, the Freedmen's Bureau, and Jim Crow laws.

(C) Identify points of view regarding the social changes following the Civil War including the role of carpetbaggers and scalawags, the rise of the Ku Klux Klan, elected Black officials, and sharecroppers.

(D) Evaluate the impact of the *Homestead Act of 1862* and the resulting movement westward to free land including the impact of continued displacement of Native Americans.

(E) Assess the impact of the presidential election of 1876 as an end to the reconstruction of the South.

**210:15-3-99. High School Economics: ~~for high school~~ Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship**

~~(a) **Standard.** The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them and for whom are they produced?~~

~~(1) Examine the different economic systems used to allocate resource, goods and services and wealth in other countries around the world.~~

~~(2) Compare the relative size and responsibilities of governments in different countries.~~

~~(b) **Standard.** The student will explain how prices are set in a market economy by using supply and demand graphs, and determine how prices provide incentives to buyers and sellers.~~

~~(1) Determine how price and non-price factors affect the demand and supply of goods and services available in the marketplace.~~

~~(2) Explain what causes shortages and surpluses, including government imposed price floors and price ceilings; and determine the impact they have on prices and people's decisions to buy or sell.~~

~~(c) **Standard.** The student will evaluate how changes in the level of competition in different markets affect prices.~~

~~(1) Explain how competition among sellers lowers costs and prices while encouraging producers to produce more, and competition among buyers increases prices and allocates goods and services to those persons willing and able to pay higher prices.~~

~~(2) Explain how people's own self-interest helps markets make decisions.~~

~~(d) **Standard.** The student will describe the role of economic institutions (e.g., banks, labor unions, corporations, legal systems, and not-for-profits) in a market economy.~~

~~(1) Evaluate the impact of different institutions in a market economy (e.g., the legal system ensuring private property rights, banks matching savers with borrowers, and corporations allowing people to pool their incomes and provide future income through investing in stocks).~~

~~(2) Describe how some institutions (e.g., labor unions, religious organizations, and not-for-profits) work to promote the goals of certain interest groups.~~

~~(e) **Standard.** The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.~~

~~(1) Explain how individuals, businesses and the overall economy benefit from using money.~~

~~(2) Determine the components of the money supply in the United States (e.g., currency, coins, and checking account deposits).~~

~~(3) Identify the different functions of money and give examples of each.~~

~~(4) Explain how the value of money is determined by the goods and services it can buy.~~

~~(f) **Standard.** The student will evaluate the role of interest rates in a market economy.~~

~~(1) Identify current interest rates on different kinds of savings instruments and loans, and compare those rates with current interest rates on credit cards.~~

~~(2) Discuss the relationship between interest rates and inflation rates, and determine how changes in real interest rates impact people's decisions to borrow money and purchase goods.~~

~~(3) Determine the factors affecting the differences in interest rates (e.g., new versus used car loans, home mortgages, and "good" versus "bad" credit ratings).~~

~~(g) **Standard.** The student will explain the role of entrepreneurs, risks, and profits in a market economy.~~

~~(1) Identify an entrepreneur and describe how his/her decisions affect job opportunities for others.~~

~~(2) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the non-financial incentives that motivate them, and the risks or disincentives they face.~~

~~(h) **Standard.** The student will evaluate the economic role of government in a market economy.~~

- (1) Explain the role that government has in dealing with issues, such as poverty, pollution, and medical research.
- (2) Describe the costs and benefits of government assistance programs, education and other government-funded projects.
- (3) Identify projects or programs where the cost of government policies may have exceeded the economic benefits received, and explain why government would continue supporting such projects.

(i) **Standard.** The student will determine current economic conditions in the United States, and explain how these conditions have an impact on consumers, producers, and government policymakers.

- (1) Explain what gross domestic product (GDP) is and how it can be used to describe economic output over time.
- (2) Compare the GDP per capita in the United States with the same data for other countries.
- (3) Describe the impact on the economy when GDP is growing or declining.

(j) **Standard.** The student will explain the role of inflation and unemployment in an economic system.

- (1) Define inflation and unemployment, and explain the impact they have on an economy.
- (2) Determine when the United States historically has faced high unemployment, high inflation, low unemployment, and low inflation; and identify the economic conditions that existed during those times.
- (3) Give examples of the types of unemployment and analyze the differences among them.
- (4) Determine how inflation is measured and the impact it has on different sectors of the economy.

(k) **Standard.** The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

- (1) Identify historical examples of fiscal policies, and explain why they were adopted.
- (2) Determine the differences between federal deficits and surpluses, and their impact on the economy.
- (3) Examine the tools of monetary policy and its impact on the economy.
- (4) Determine when the federal government and the Federal Reserve should use expansionary or contractionary policies.

**(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.**  
The student will develop and demonstrate social studies Common Core reading literacy skills.

**(1) Key Ideas and Details**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**(2) Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**(3) Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- (ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- (iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

## **(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

## **(4) Range of Writing**

(A) 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.

(B) Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social

studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

**(1) Content Standard 1:** The student will develop and apply economic reasoning and decision-making skills.

(A) Define and apply basic economic concepts of scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.

(B) 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.

**(2) Content Standard 2:** The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them, and for whom are they produced.

(A) Compare the world's basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing and contrasting the results those economic systems have produced in those countries as measured by GDP, national prosperity, and individual income and wealth.

(B) Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology in economic systems.

**(3) Content Standard 3:** The student will explain how prices are set in a market economy using supply and demand graphs and will determine how price provides incentives to buyers and sellers.

(A) Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.

(B) Explain what causes shortages and surpluses including government imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people's decisions to buy or sell.

**(4) Content Standard 4:** The student will evaluate how changes in the level of competition in different markets affect prices.

(A) Explain how competition impacts the free market including the concepts that competition among sellers lowers costs and prices while encouraging increased production and competition among buyers increases prices and the allocation of goods and services to consumers willing and able to pay higher prices.

(B) Explain how people's own self-interest, incentives and disincentives influence market decisions.

**(5) Content Standard 5:** The student will describe the role of economic institutions including banks, labor unions, corporations, governments, and not-for-profits in a market economy.

- (A) Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.
- (B) Describe how banks match savers with borrowers and allow people to pool their incomes and provide future income through investing in stocks.
- (C) Identify how labor unions, corporations, and not-for-profits influence a market economy.
- (6) Content Standard 6: The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- (A) Explain how individuals, businesses and the overall economy benefit from using and saving money.
- (B) Identify the components of the money supply, the different functions of money, and give examples of each.
- (C) Explain how the value of money is determined by the goods and services it can buy.
- (7) Content Standard 7: The student will evaluate how interest rates impact decisions in the market economy.
- (A) Analyze the relationship between interest rates and inflation rates.
- (B) Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.
- (8) Content Standard 8: The student will analyze the role of entrepreneurs in a market economy.
- (A) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the financial and nonfinancial incentives that motivate them.
- (B) Identify an entrepreneur and describe how his/her decisions affect job opportunities for others.
- (9) Content Standard 9: The student will evaluate the economic role of government in a market economy.
- (A) Explain the role that government has in dealing with issues such as poverty, pollution, and medical research.
- (B) Describe the costs and benefits of government assistance programs, education, and other government funded services and projects.
- (10) Content Standard 10: The student will examine current economic conditions in the United States.
- (A) Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, labor supply, and inflation impact current economic conditions in the United States.
- (B) Explain how these conditions have an impact on consumers, producers, and government policymakers.
- (11) Content Standard 11: The student will identify Gross Domestic Product (GDP) and Gross National Product (GNP) as basic measures of a nation's economic output and income.
- (A) Explain GDP and GNP and how they are used to describe economic output over time and compare the GDP of various countries representing free-market, command, and mixed economies.

(B) Describe the impact on the economy when GDP and GNP are growing or declining.

(12) **Content Standard 12:** The student will explain the role of inflation and unemployment in an economic system.

(A) Define inflation and determine how it is measured and the impact it has on different sectors of the United States economy.

(B) Define the different types of unemployment and determine how it is measured and the impact it has on different sectors of the United States economy.

(13) **Content Standard 13:** The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

(A) Compare and contrast fiscal and monetary policy and their impact on the economy.

(B) Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.

**210:15-3-100. High School Oklahoma History for high school and Government - The Foundation, Formation, and Transformation of the State of Oklahoma**

**(a) ~~Standard.~~** The student will demonstrate process skills in social studies.

~~(1) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media).~~

~~(2) Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite produced images, and computer-based technologies.~~

~~(3) Interpret information from a broad selection of research materials (e.g., encyclopedias, almanacs, dictionaries, atlases, and cartoons).~~

~~(4) Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections).~~

**(b) ~~Standard.~~** The student will describe both European and American exploration and claims the territory that would become Oklahoma.

~~(1) Explain the significance of early Spanish and French expeditions (e.g., Coronado, Oñate, and LaHarpe).~~

~~(2) Evaluate the lasting impact of American exploration, including the Pike, Wilkinson, and expeditions.~~

~~(3) Analyze the impact of territorial claims on the development of the state of Oklahoma, including the Louisiana Purchase and Adams-Onís Treaty.~~

**(c) ~~Standard.~~** The student will evaluate the social, economic, and political development and contributions of Native Americans from prehistoric settlement through modern times.

~~(1) Identify and describe significant phases of prehistoric cultures, including the Paleo Indians (Clovis points), Archaic Indians (Folsom points), the Mound Builders, and the Plains Tribes.~~

~~(2) Trace the movement of other North American peoples into present day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes.~~



- (3) Compare and contrast cultural perspectives (e.g., land ownership and use, agricultural, production and distribution of commodities, and trading practices) of Native Americans and European Americans.
- (4) Identify significant historical and contemporary Native Americans (e.g., John Ross, Sequoyah, Quanah Parker, Jim Thorpe, Will Rogers, the Five Indian Ballerinas, the Kiowa Five, and Wilma Mankiller).
- (d) **Standard.** The student will evaluate the major political and economic events prior to statehood.
- (1) Analyze tribal alliances, river transportation, and the fur trade, and their relationship to early mercantile settlements (e.g., Fort Towson, Fort Gibson, Fort Coffee, Fort Washita, and Chouteau's Trading Post).
- (2) Explain the significance of the Civil War in Indian Territory and the prominent figures and groups that fought in its battles (e.g., Stand Watie, General James Blunt, General Douglas Cooper, and the 1st Kansas Colored Regiment).
- (3) Assess the impact of the cattle industry (e.g., cattle trails, railheads and cow towns in Kansas, and the location of railroad lines).
- (4) Evaluate the impact and importance of the various means of distributing land in Oklahoma (e.g., allotments, land runs, lottery, and Supreme Court settlement).
- (e) **Standard.** The student will describe the development of constitutional government in Oklahoma.
- (1) Examine the work of the Dawes Commission and the distribution of lands to non-Native American settlers.
- (2) Analyze the development of governments among the Native American tribes; the movement towards the all-Indian state of Sequoyah; the movement for single statehood; and the impact and influence of the Enabling Act and the Constitutional Convention.
- (f) **Standard.** The student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.
- (1) Locate the significant physical and human features of the state on a map (e.g., major waterways, cities, natural resources, military installations, major highways, and major landform regions).
- (2) Examine how economic cycles (e.g., the Great Depression and the Dust Bowl, and oil boom and bust) have affected and continue to affect major sectors of state employment (e.g., fossil fuels, timber, mining, tourism, the military, and agriculture).
- (g) **Standard.** The student will examine major cultural and ethnic groups represented in Oklahoma.
- (1) Identify cultural and ethnic groups in Oklahoma (e.g., African Americans, Eastern Europeans, Italians, Germans, and Vietnamese) and explore the causes and effects of their immigration and settlement patterns.
- (2) Trace the cultural, political, and economic contributions of these groups.
- (h) **Standard.** The student will examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.
- (1) Identify significant individuals and their contributions (e.g., Jerome Tiger, Frank Phillips, Kate Barnard, Angie Debo, Ada Lois Sipuel, Clara Luper, George Lynn Cross, Ralph Ellison, Robert S. Kerr, Henry Bellmon, and Reba McEntire).
- (2) Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption (e.g., Ku Klux Klan activities; the prosecutions and

convictions of Governor David Hall and the county commissioners) on Oklahoma history.

(3) Examine the historical evolution of race relations in Oklahoma (e.g., the significance of Jim Crow laws, the Tulsa Race Riot, and the contributions of Governor Raymond Gary to the peaceful integration of public facilities).

(4) Examine and evaluate the causes and effects of terrorism in Oklahoma, including the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995, the responses of Oklahomans to the event, and the creation of the Oklahoma City National Memorial.

**(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.**  
The student will develop and demonstrate social studies Common Core reading literacy skills.

**(1) Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) 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.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**(2) Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**(3) Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.**  
The student will develop and demonstrate Common Core social studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iv) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

## **(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

#### **(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

#### **(c) Social Studies Content Skills**

(1) Content Standard 1. The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

(A) Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

(B) Summarize the accomplishments of prehistoric cultures including the Spiro Mound Builders.

(C) Compare and contrast the goals and significance of early Spanish, French, and American expeditions including the impact of disease, interactions with Native Americans, and the arrival of the horse and new technologies.

(D) Compare and contrast cultural perspectives of Native Americans and European Americans regarding land ownership and trading practices.

(2) Content Standard 2. The student will evaluate the major political and economic events that transformed the land and its people prior to statehood.

(A) Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.

(B) Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.

(C) Integrate visual and textual evidence to explain the reasons for and trace the migrations of Native American peoples including the Five Tribes into present-day Oklahoma, the *Indian Removal Act of 1830*, and tribal resistance to the forced relocations.

(D) Summarize the impact of the Civil War and Reconstruction Treaties on Native American peoples, territories, and tribal sovereignty including the

(i) Required enrollment of the Freedmen,

- (ii) Second Indian Removal and the role of the Buffalo Soldiers,
- (iii) Significance of the Massacre at the Washita,
- (iv) Reasons for the reservation system, and
- (v) Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.

(E) Cite specific textual and visual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

(F) Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.

(G) Compare and contrast multiple points of view to evaluate the impact of the Dawes Act which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.

(3) Content Standard 3. The student will analyze the formation and development of constitutional government in Oklahoma.

(A) Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the *Enabling Act* on single statehood.

(B) Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.

(C) Compare and contrast Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.

(D) Describe the division, function, and sharing of powers among levels of government including city, county, tribal, and state.

(E) Identify major sources of local and state revenues and the services provided including education, infrastructure, courts, and public safety.

(F) Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

(4) Content Standard 4. The student will examine the transformation of Oklahoma during times of boom and bust of the 1920s through the 1940s.

(A) Compare and contrast the successes and failures of the United States policy of assimilation of the Native Americans in Oklahoma including the passage of the *Indian Citizenship Act of 1924* and the effects of the Indian boarding schools (1880s-1940s) upon Native Americans' identity, culture, traditions, and tribal government and sovereignty.

(B) Examine multiple points of view regarding the historic evolution of race relations in Oklahoma including *Senate Bill 1* establishing Jim Crow laws, the growth of all-Black towns, the Tulsa Race Riot, and the resurgence of the Ku Klux Klan.

(C) Summarize the impact of the national Socialist movement and organized labor on various segments of Oklahoma society including agriculture, mining, and state politics.

(D) Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs including J.J. McAlester, Frank Phillips, E.W. Marland, and Robert S. Kerr.

(E) Cite specific textual and visual evidence to evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production as a response to the needs of World War I, and its effect as a precursor of the Great Depression.

(F) Cite specific textual and visual evidence of the environmental conditions and the impact of human mismanagement of resources resulting in the Dust Bowl including the migration of the Okies, the national perceptions of Oklahomans as shaped by *The Grapes of Wrath*, and the New Deal policies regarding conservation of natural resources.

(G) Describe the contributions of Oklahomans in 1920s and 1930s including Deep Deuce and African-American jazz musicians, Will Rogers's and Woody Guthrie's political and social commentaries, Wiley Post's aviation milestones, and the artwork of the Kiowa Six (formerly the Kiowa Five).

(H) Summarize and analyze the impact of mobilization for World War II including the establishment of military bases and prisoner of war installations and the contributions of Oklahomans to the war effort including the Native American code talkers and the 45<sup>th</sup> Infantry Division.

(5) **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.

(A) Cite specific textual and visual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the

(i) Judicial interpretation of the equal protection clause of the 14<sup>th</sup> Amendment which ultimately resulted in the desegregation of public facilities, and public schools and universities,

(ii) Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma (1948)* and *McLaurin v. Oklahoma Board of Regents for Higher Education (1950)*,

(iii) Lunch counter sit-ins organized by Clara Luper and the NAACP, and

(iv) Leadership of Governor Gary in the peaceful integration of the public common and higher education systems.

(B) Analyze the impact of economic growth in various sectors including the

(i) Impact of rural to urban migration,

(ii) Development of water and timber resources,

(iii) Emergence of the tourism as an industry,

(iv) Discovery of new fossil fuel resources, Tulsa's designation as Oil Capital of the World, and the opening of the Anadarko Basin, and

(v) Improvement of the state's transportation infrastructures and the Kerr-McClellan Navigation System.

(C) Cite specific textual and visual evidence to describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater and dance including Ralph Ellison and the Five Indian Ballerinas as well as the perceptions of Oklahoma by the rest of the nation because of the musical *Oklahoma*.

(D) Summarize the impact of Oklahoma’s leadership on state and national politics including the rise of viable two party elections, Governor Henry Bellmon, and United States Representative Carl Albert.

(E) Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over Native American lands and resources including issues of joint jurisdiction, taxation, and gaming.

(F) Cite specific textual and visual evidence to analyze the oil and gas boom of the 1970s and the subsequent bust of the energy industry during the 1980s including the impact of the Penn Square Bank Collapse on the state’s economy, employment, and banking.

(G) Describe the contemporary role the state’s agriculture plays in feeding the nation and the world including the wheat, corn, cattle, pork, and chicken industries.

(H) Explain the leadership of Oklahoma and its people in the field of aeronautics including the Federal Aviation Administration, NASA space program, and the influence of weather research on national disaster preparedness.

(I) Examine major cultural and ethnic groups’ contributions to the social and economic transformation of the modern state of Oklahoma.

(J) Cite specific textual and visual evidence to analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event, the concept of the “Oklahoma Standard,” and the creation of the Oklahoma City National Memorial and Museum.

### **210:15-3-100.1. High School Psychology: Foundations and Formation of Human Development** [NEW]

**(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.**  
The student will develop and demonstrate social studies Common Core reading literacy skills.

#### **(1) Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) 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.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

#### **(2) Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

#### **(3) Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

**1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.



(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

**(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

**(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) Content Standard 1: The student will examine the foundations of psychology and its origins as a separate social science discipline.

(A) Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including behavioral, psychoanalytical, cognitive, and humanistic.

(B) Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, Carl Jung, and Karen Horney.

- (C) Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.
- (2) Content Standard 2:** The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies and identifying ethical issues.
- (A) Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment.
- (B) Compare and contrast quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
- (C) Identify ethical standards psychologists must address regarding research with human and non-human participants.
- (D) Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each.
- (3) Content Standard 3:** The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.
- (A) Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.
- (B) Examine the structure and function of the nervous and endocrine system and how they affect behavior.
- (C) Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters.
- (D) Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.
- (E) Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one's experiences and expectations influence perception.
- (F) Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.
- (4) Content Standard 4:** The student will analyze physical, social, emotional, moral, and cognitive development from conception through the latter stages of adulthood.
- (A) Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
- (B) Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, and Erik Erikson regarding human development.
- (5) Content Standard 5:** The student will understand how organisms adapt to their environment through learning and cognition.
- (A) Identify and explain the major theories of learning including Ivan Pavlov's classical conditioning, B. F. Skinner's Operant conditioning, and Albert Bandura's observational learning.
- (B) Describe the process, organization, and factors that influence memory and recall.
- (C) Analyze strategies and impediments involved in problem solving and decision making and how this knowledge could be applied to daily life.

(6) Content Standard 6: The student will understand the principles of motivation and emotion.

(A) Compare the predominant theories of motivation and emotion including the biological, social-cognitive, humanistic, and cultural theories.

(B) Analyze the biological and environmental influences on positive and negative emotion.

(7) Content Standard 7: The student will understand how society and culture influence a person's behavior and mental processes.

(A) Evaluate the factors that lead to conformity, obedience, and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Asch's studies.

(B) Explain how bias, discrimination, and use of stereotypes influence behavior with regard to gender, race, sexual orientation, and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment.

(C) Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.

(8) Content Standard 8: The student will examine how psychological disorders are diagnosed, classified, and treated.

(A) Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.

(B) Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders.

(C) Compare available treatment options and how they evolved through history and among different cultures.

(9) Content Standard 9: The student will evaluate the many factors that promote mental health.

(A) Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.

(B) Describe the characteristics of and factors that promote resilience and optimism.

(C) Analyze the relationship between psychological health and physiological health.

## **210:15-3-100.2. High School Sociology: Formations and Patterns of Group Behavior** [NEW]

**(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

### **(1) Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) 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.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**(2) Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**(3) Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,

headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

## **(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

## **(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements

effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

**(1) 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.

(A) Describe the development of the field of sociology as a social science.

(B) 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.

(C) Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.

(D) Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.

**(2) Content Standard 2:** The student will examine the influence of culture and the way cultural transmission is accomplished.

(A) Examine how relationships, structures, patterns, and processes influence culture.

(B) Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

(C) Explain the differences between a culture and a society.

(D) Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.

(E) Compare and contrast various subcultures including counter culture, pop culture, ethnic cultures, and religious cultures.

(F) Describe factors that have led to cultural diversity within the United States.

**(3) Content Standard 3:** The student will identify how social status influences individual and group behaviors.

(A) Describe how social status affects social order including upper class, middle class, lower class, white-collar professionals, blue-collar workers, and the unemployed.

(B) Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

**(4) Content Standard 4:** The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.

(A) Examine why individuals become members of or associate with different social groups.

(B) Compare and contrast various types of norms including folkways, mores, laws, and taboos, and explain why rules of behavior are considered important to society.

(C) Evaluate the characteristics of primary groups including small size, intimate settings, and enduring relationships and how members' behaviors are influenced by the primary groups.

(D) Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose, and how members' behaviors are influenced by the secondary groups.

(E) Investigate stereotypes of different groups including gangs, baby boomers, immigrants, and the homeless.

(5) **Content Standard 5:** The student will identify the effects of social institutions on individual and group behavior, and how these institutions influence the development of the individual.

(A) Analyze the impact of social institutions on individuals, groups, and organizations within society, and how these institutions transmit the values of society including familial, religious, educational, economic, and political.

(B) Examine rites of passage within various social institutions including religious ceremonies, school proms, *quinceañeros*, graduation, marriage, and retirement.

(C) Define ethnocentrism and xenophobia, and analyze how they can be beneficial or destructive to a culture.

(6) **Content Standard 6:** The student will examine social change over time and the various factors that lead to these changes.

(A) Examine environmental, political, economic, scientific, and technological influences upon immediate and long-term social change.

(B) Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.

(7) **Content Standard 7:** The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.

(A) Distinguish between characteristics of a social problem as compared to an individual problem.

(B) Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.

(C) Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.

(8) **Content Standard 8:** The student will explore both individual and collective behavior.

(A) Describe the traditions, roles, and expectations necessary for a society to continue and flourish.

(B) Examine factors that can lead to the breakdown and disruption of a society.

(C) Differentiate the impact of individual leaders of different social and political movements including Mohandas K. Gandhi, Adolf Hitler, Dr. Martin Luther King, Jr., Osama Bin Laden, and Susan B. Anthony.

(D) Interpret how social behavior is influenced by propaganda, the news media, and advertising.

(E) Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.

**210:15-3-101. High School United States Government for high school – Freedom for All: Securing Rights and Defining Responsibilities**

**(a) Standard.** The student will demonstrate process skills in social studies.

- (1) Identify, analyze, and interpret primary and secondary sources, such as artifacts, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events in United States government and politics.
- (2) Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.
- (3) Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions in examining documentary sources.
- (4) Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups).

**(b) Standard.** The student will define government as the formal institution with the authority to make and implement binding decisions about such matters as distribution of resources, allocation of benefits and burdens, and management of conflicts.

**(c) Standard.** The student will analyze the philosophical and historical development of government as an institution.

- (1) Discuss the development of democracy in ancient Greece and Rome, the United Kingdom, and the American colonies.
- (2) Examine and interpret the contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone to contemporary political theory and governmental structure.

**(d) Standard.** The student will describe the purpose of government and analyze how its powers are acquired, used, and justified.

- (1) Distinguish between civic life (i.e., the public life of the citizen concerned with community and national affairs) and private life (i.e., the personal life of the individual devoted to the pursuit of private interests).
- (2) Examine political authority, its sources and functions, and the difference between authority and power without authority.
- (3) Distinguish between and explain the essential characteristics of limited and unlimited governments, and identify historical and contemporary examples of each.
- (4) Research examples of formal institutions with the authority to control and direct the behavior of those in a society (e.g., tribal councils, courts, monarchies, and democratic legislatures).

**(e) Standard.** The student will compare and contrast how governments are organized in terms of the number of people who have access to power (i.e., despotism, oligarchy, republic, and democracy), where power is located (i.e., unitary, federal, and confederal), and the relationship between the legislative and executive branches (i.e., presidential and parliamentary).

**(f) Standard.** The student will analyze and describe examples of fundamental United States constitutional principles contained in the Magna Carta, English Bill of Rights, Declaration of Independence, Articles of Confederation, Constitution, Federalist Papers, and the Bill of Rights and subsequent amendments.

**(g) Standard.** The student will identify and explain the fundamental concepts of the system of government of the United States.

- (1) The equality of all citizens under the law



- (2) Majority rule and minority rights
  - (3) The fundamental worth and dignity of the individual
  - (4) The necessity of compromise
  - (5) Individual freedom
  - (6) The rule of law
  - (7) Constitutionalism and limited government
  - (8) Democracy and republicanism
  - (9) Consent of the governed
  - (10) Liberties, privileges, rights, and responsibilities
- (h) **Standard.** The student will analyze the United States Constitution.
- (1) Purposes expressed in the Preamble
  - (2) Branches of government
  - (3) Powers and limitations
  - (4) Amendment process
- (i) **Standard.** The student will compare and contrast the roles of the legislative, executive, and judicial branches of government at the national, state, and local levels.
- (1) Structures, functions, and authority
  - (2) Federalism
  - (3) Separation of powers
  - (4) Checks and balances
  - (5) The extent to which power is shared rather than divided or separated (i.e., concurrent powers)
  - (6) Procedures for constitutional and charter amendment
- (j) **Standard.** The student will analyze how the Constitution has evolved since 1789.
- (1) Examine the constitutional amendments, the conflicts or issues they addressed, and the reasons for their adoption.
  - (2) Identify and explain the basic rulings in landmark Supreme Court cases, including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Plessy v. Ferguson* (1896), *Brown v. Board of Education of Topeka, Kansas* (1954), *Mapp v. Ohio* (1961), *Miranda v. Arizona* (1966), *Furman v. Georgia* (1972), *United States v. Nixon* (1974), and *Gregg v. Georgia* (1976).
- (k) **Standard.** The student will explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.
- (l) **Standard.** The student will describe the components of campaigns for national, state and local elective office, including the nominative process; campaign funding and spending, the influence of the media, advertising, and polling; reapportionment and redistricting; the role of the electoral college; and the term limitation movement.
- (m) **Standard.** The student will explain the rights, responsibilities, and benefits of citizenship in the United States, such as voting, jury duty, obedience to lawful authority, and private ownership of property.
- (n) **Standard.** The student will compare and contrast the political and economic systems of the United States with those of major democratic and authoritarian nations.
- (o) **Standard.** The student will identify and distinguish among the units of local government in Oklahoma (i.e., counties, cities, towns, and regional authorities) by analyzing local public issues.

~~(p) Standard. The student will develop and practice the skills needed for informed participation in public affairs, including analyzing public issues, examining candidates for public office, evaluating the performance of public officials, and communicating with public officials.~~

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) 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.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) **Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) **Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) **Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) **Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) **Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and

reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

### **(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

### **(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

**(1) Content Standard 1:** The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

(A) Contrast the essential characteristics of limited versus unlimited governments with an understanding that the United States' constitutional system establishes legal restraints on governmental power.

(B) Cite specific textual evidence to compare and contrast historic and contemporary examples of unlimited governments, known as authoritarian or totalitarian systems including dictatorships, theocracies, and absolute monarchies to examples of limited systems including direct democracies, representative democracies, constitutional monarchies, and republics.

(C) Summarize and explain how the American system is a representative republic in which the citizenry is sovereign.

(D) Compare the advantages and disadvantages of the major ways governmental power is distributed, shared, and structured in unitary, federal, and confederal systems in terms of effectiveness, prevention of abuse of power, and responsiveness to the popular will.

(E) Compare and contrast the property and due process rights in the United States free-market economy which are protected by the *United States Constitution* to the restricted property and due process rights existing/non-existing under command economic systems.

**(2) Content Standard 2:** The student will describe the historic and philosophical foundations of the United States republican system of government.

(A) Cite specific textual evidence and compare points of view to examine the philosophical contributions of the Enlightenment including the writings of Montesquieu, Locke, and Thomas Jefferson; the early experiences of colonial self-government; and the influence of religious texts including *The Bible* to the foundation of the American political thought.

(B) Cite specific textual 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.

(C) Determine the central ideas and importance of the concept of inalienable rights, the social contract or compact, the 27 grievances as stated in the Declaration of Independence, and the discussions of enumerated versus implied powers; and cite specific textual and visual to evidence explain how the protection of these rights were incorporated in the United States Constitution and the federal Bill of Rights as a fundamental purpose of the government.

(D) Evaluate the necessity for a written constitution to set forth the organization or government and to distribute powers among the three different branches government and the states, or the people.

(E) Analyze the events and major conflicts, beliefs, and arguments which led to the addition of the Bill of Rights to the United States Constitution; and compare the points of view as expressed in Federalist Papers Number 10 and Number 51 and the writings of the Anti-Federalists including Patrick Henry and George Mason.

(F) Analyze the steps of the constitutional amendment process including examples of recent attempts to amend the United States Constitution as exemplified in the issues of the Equal Rights Amendment and flag desecration.

(3) Content Standard 3: The student will analyze the fundamental principles of the American system of government.

(A) Explain the concept of popular sovereignty as exercised by the nation's people who possess the ultimate source of authority.

(B) Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.

(C) Analyze the enumerated powers delegated to the federal government by the states in the United States Constitution, the limits placed on the powers of the national government, and the powers of the states including the reserved and concurrent powers.

(D) Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.

(E) Cite specific textual evidence and summarize how power is separated as well as shared under the American system including the separation of powers and checks and balance, which is designed to prevent abuse of power by any government body at the local, state, tribal, and federal levels.

(F) Evaluate the importance of the rule of law and on the sources, purposes, and functions of government, and explain how the rule of law provides for the protection of individual liberties, public order, management of conflict, and assurance of domestic and national security.

(G) Analyze the United States government's responsibility to protect minority rights while legitimizing majority rule including the rights of due process and equality under the law.

(H) Cite specific textual evidence and compare points of view regarding the shared values and ideals of American political culture as set forth in basic documents and speeches including the Declaration of Sentiments, Abraham

Lincoln's *Gettysburg Address*, Franklin Roosevelt's *Four Freedoms* speech, and Dr. Martin Luther King, Jr.'s *Letter From Birmingham Jail*.

(4) **Content Standard 4:** The student will examine the *United States Constitution* by comparing the legislative, executive, and judicial branches of government as they form and transform American society.

(A) Cite specific textual evidence to explain the purposes expressed in the *Preamble* and how the *United States Constitution* preserves those core principles of American society.

(B) Examine the makeup, organization, functions, and authority exercised by the executive, legislative, and judicial branches of government.

(i) Identify constitutional qualifications for holding public office, the terms of office, and the expressed powers delegated to each branch of the national government including the numbers of members comprising the United States Congress and United States Supreme Court.

(ii) Evaluate the extent to which each branch of government reflects the people's sovereignty including current issues concerning representation such as term limitations and legislative redistricting.

(iii) Describe the process in which public policy is formulated into law including both the constitutional and operational procedures utilized in the modern legislative process.

(iv) Explain why certain provisions of the *United States Constitution* result in tensions among the three branches, and evaluate how the functions of the national government have changed over time through executive actions and judicial interpretation of the necessary and proper clause.

(v) Compare and contrast the structure of the national branches of government to Oklahoma's state government.

(vi) Apply the principles of limited government, federalism, checks and balances, and separation of powers to the workings of the three branches of government in real world situations including current issues and events.

(vii) Identify the issues behind and explain the changes resulting from landmark United States Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Plessy v. Ferguson* (1896), *Brown v. Board of Education of Topeka, Kansas* (1954), *Mapp v. Ohio* (1961), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Furman v. Georgia* (1972), *Roe v. Wade* (1973), *United States v. Nixon* (1974), and *Bush v. Gore* (2000).

(C) Analyze steps of the political process and its role in the United States' representative government.

(i) Evaluate the role of political parties, interest groups including organized labor and the media in influencing the public agenda, public opinion, and the actions of government.

(ii) Describe the electoral process including the components of national campaigns, the nominative process, campaign funding, and the Electoral College.

(D) Explain the role of the national government in formulating and carrying out domestic policy.

- (i) Identify major sources of revenues for the federal government and how revenue is budgeted.
- (ii) Analyze significant policy issues and how they reflect the nation's interests and principle including entitlements and environmental concerns.
- (E) Investigate the role government plays in the growth and stability of the economy including the inseparable relationship between political and economic freedoms.
  - (i) Describe the steps of the budget process including examples of economic trade-offs that occur when addressing competing public needs.
  - (ii) Determine how the government influences economic growth by using the tools of fiscal and monetary policy.
  - (iii) Explain how legislation, executive departments, and regulatory agencies affect both economic sectors and individual citizens.
- (F) Summarize and explain the major responsibilities of the national government in formulating and carrying out foreign policy.
  - (i) Evaluate the effectiveness of cooperative efforts exercised through international alliances and organizations from the perspective of the United States including the United Nations, the North Atlantic Treaty Organization, and the *North American Free Trade Agreement*.
  - (ii) Examine issues of national sovereignty and human rights on contemporary decisions of foreign policy.
- (5) **Content Standard 5:** Students will be able to evaluate the significance of civic participation in order to insure the preservation of constitutional government.
  - (A) Distinguish between civic life and private life by defining civic virtue and explaining the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying taxes for governmental services, and respecting lawful authority.
  - (B) Analyze how the structures of government provide citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.
  - (C) Evaluate historic and contemporary examples of American citizens who have attempted to make the values and principles of the *United States Constitution* a reality.
    - (i) Analyze the rights and liberties guaranteed to all citizens in and protected by the *Bill of Rights*, how they are applied and protected within the states through the *14<sup>th</sup> Amendment*, and sustained through the actions of individual citizens.
    - (ii) Explain the impact on American politics, both historically and presently, of the racial, religious, socioeconomic, and ethnic diversity of American society including the importance of adhering to constitutional values in managing conflicts over diversity.

**210:15-3-102. High School United States History 1850 to the present for high school – Creating the United States: The American Nation in Transformation, 1878 to the Present**

(a) The focus of the course in United States History for Grades 9–12 is the immediate pre-Civil War era to the present (1850–present). However, for the high school ACE U.S. HISTORY examination, the time frame is approximately 1850–1975, or approximately from the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam. NOTE: Standard 1 social studies process skills should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 social studies process skills will be measured and reported within each of the content standards (1, 2, 3, 4, 5, and 6). Process skill assessment items will be content based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various U.S. History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

(b) In United States History, the student will describe and analyze the causes, events, and effects of the Civil War and Reconstruction era; examine the impact of immigration and the settlement of the American West on American society; and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies.

(1) **Standard.** The student will demonstrate process skills in social studies.

(A) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).

(B) Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity.

(C) Distinguish between fact and opinion in examining documentary sources.

(D) Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections).

(E) Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies.

(F) Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups), and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled.

(2) **Standard.** The student will analyze causes, key events, and effects of the Civil War/Reconstruction era.

(A) Examine the economic and philosophical differences (e.g., sectionalism, popular sovereignty, states' rights debate, nullification, abolition, and tariffs) between the North and South, as articulated by Daniel Webster and John C. Calhoun.



(B) Trace the events leading to secession and war (e.g., the Compromise of 1850, the Fugitive Slave Act, the Kansas Nebraska Act, "Bleeding Kansas," the Dred Scott case, John Brown's Raid on Harpers Ferry, 1860 presidential election, secession of South Carolina, and the attack on Fort Sumter).

(C) Identify political and military leaders of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison).

(D) Interpret the importance of critical developments in the war, including major battles (e.g., Fort Sumter, "Anaconda Plan," Bull Run, Gettysburg, Vicksburg, Antietam, battle of the Monitor and Merrimack, and the North's "total war strategy"), the Emancipation Proclamation, and Lee's surrender at Appomattox.

(E) Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.

(F) Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen's Bureau, sharecropping, Black Codes, Ku Klux Klan, Carpetbaggers, scalawags, Plessy v. Ferguson, and Jim Crow laws).

(3) **Standard.** The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society.

(A) Analyze the impact of immigration, migration and settlement patterns.

(i) Analyze immigration, including the reasons for immigration, employment, settlement patterns, and contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, Germans, Japanese, and Southeast/Central Europeans) from 1850-1930.

(ii) Examine ethnic conflict and discrimination.

(iii) Analyze changes in the domestic policies of the United States relating to immigration (e.g., the CHINESE EXCLUSION ACT, the rise of nativism, Ellis Island, and the "Gentlemen's Agreement") from 1850-1930.

(iv) Evaluate the significance of immigration on the labor supply and the movement to organize workers (e.g., growth of labor pool, rise of the labor movement, Pullman strikes, Haymarket Riot, Eugene V. Debs, Samuel Gompers, John L. Lewis, and the use of court injunctions to halt labor strikes).

(v) Compare and contrast social attitudes and federal policies toward Native American peoples (e.g., the Indian Wars of 1850-1890, establishment of reservations, attempts at assimilation, and the DAWES ACT, and the destruction of the bison herds) and actions of the United States Army, missionaries, and settlers during the settlement of the American West, 1850-1890.

(B) Evaluate the impact of industrialization on American society.

(i) Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication between 1850-1920 (e.g., Thomas Edison, Alexander G. Bell, Henry Ford, the Bessemer process, the Westinghouse Company, barbed wire, the western cattle drives).

- (ii) Describe the effects of the "muckrakers" (e.g., Carey Nation, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women's Suffrage, Temperance, Populism, and the Grange Movement) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply (e.g., Sherman Anti-trust Act and Triangle Shirtwaist Factory Fire).
- (iii) Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.
- (iv) Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workplace protections, conservation of natural resources, increased political strength of third parties, the direct primary, initiative petition, referendum, and recall).
- (v) Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems.

**(4) Standard.** The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

(A) Evaluate the motivations and impact of American Imperialism on international relations.

- (i) Identify the goals of and reasons for imperialism (e.g., Open Door Policy, annexation of Hawaii, influence of Admiral Alfred T. Mahan, and the concept of "white man's burden") explaining its impact on developed and developing nations (e.g., "banana republic").
- (ii) Analyze the role of the Spanish American War in the development of the United States as a world power (e.g., yellow journalism, Rough Riders, PLATT AMENDMENT, TELLER AMENDMENT, territorial acquisitions, and contributions of Admiral George Dewey).
- (iii) Evaluate the reasons for United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal.
- (iv) Compare and contrast the strengths and weaknesses of Theodore Roosevelt's foreign policy and other presidential foreign policies from 1890-1910, including "Big Stick Diplomacy," "Dollar Diplomacy," "Missionary Diplomacy," the Great White Fleet, ROOSEVELT COROLLARY, and interventionism.

(B) Evaluate the causes and effects of World War I on American politics, economy, and society.

- (i) Analyze the factors leading to the involvement of the United States in World War I (e.g., the alliance systems, submarine warfare, and the Zimmerman Note) and the effects of the war on the United States (e.g., mobilization, propaganda, women in the workplace, and the First Red Scare).
- (ii) Examine the reasons why the United States did not join the League of Nations and for the nation's return to isolationism (e.g., Wilson's Fourteen Points and the Treaty of Versailles).

~~(5) **Standard.** The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars.~~

~~(A) Compare and contrast cultural, economic, and social events and trends between the World Wars.~~

~~(i) Evaluate literature, music, dance, and forms of entertainment of the 1920s and 1930s (e.g., the Harlem Renaissance, the Jazz Age, flappers, the "Lost Generation," and "talkies").~~

~~(ii) Investigate the long-term effects of reform movements, such as the Women's Suffrage Movement, Temperance/Prohibition Movements (e.g., the 18th, 19th, and 21st Amendments to the Constitution), and the Early Civil Rights Movement and leaders (e.g., Booker T. Washington and W. E. B. Du Bois).~~

~~(iii) Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society.~~

~~(iv) Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot, the resurgence of the Ku Klux Klan, the "Back-to-Africa" Movement and Marcus Garvey, the rise of industrial unions, and the labor sit-down strikes).~~

~~(B) Analyze the effects of the destabilization of the American economy.~~

~~(i) Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers.~~

~~(ii) Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy or laissez-faire policy).~~

~~(iii) Examine changes in the business cycle (e.g., the "Black Tuesday" Stock Market Crash and bank failures), weaknesses in key sectors of the economy (e.g., agriculture and manufacturing), and government economic policies in the late 1920s.~~

~~(iv) Analyze the effects of the Stock Market Crash between October 1929 and March 1933 (e.g., unemployment, the shrinking economy, Herbert Hoover's economic policies, the "Bonus Army," Securities and Exchange Commission, "Hoovervilles," and the presidential election of 1932).~~

~~(C) Analyze the Great Depression, the Dust Bowl, and the New Deal economic policies.~~

~~(i) Evaluate the impact of the Great Depression, the Dust Bowl (e.g., migration of the Okies and exodusters), and the New Deal economic policies on business and agriculture, as well as on the American people, their culture and political behavior. (e.g., FDR's court packing plan and the "fireside chats").~~

~~(ii) Assess the impact of the expanded role of government in the economy since the 1930s. (e.g., FDR's "New Deal," deficit spending and new federal agencies—Social Security Administration, FDIC, TVA, WPA, and CCC).~~

(iii) Identify the contributions of key individuals of the period between the wars (e.g., Will Rogers, Eleanor Roosevelt, Franklin Roosevelt, Huey Long, "The Brain Trust," and Woody Guthrie).

~~(6) Standard. The student will analyze the major causes, events, and effects of United States' involvement in World War II.~~

~~(A) Examine changes in American society and government policy as the nation prepared for and entered World War II.~~

~~(i) Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States.~~

~~(ii) Describe the roles of appeasement and isolationism in the United States' reluctance to involve itself in world conflicts during 1937-1941 (e.g., the Lend-Lease Act, and the Neutrality Acts).~~

~~(iii) Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., internment of minority Americans, such as, Japanese, Germans, and Italians; Korematsu v. United States; rationing; role of women in the workforce and armed services; and discrimination and segregation at home and in the armed forces).~~

~~(B) Describe events affecting the outcome of World War II.~~

~~(i) Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor; Battle of Midway; the D-Day Invasion; Battle of the Bulge; the development and use of the atomic bomb; island hopping strategy, such as Iwo Jima; and the Allied conferences, such as Yalta).~~

~~(ii) Analyze public and political reactions in the United States to the events of the Holocaust (e.g., Nuremberg War Trials).~~

~~(7) Standard. The student will analyze the foreign and domestic policies of the United States since World War II.~~

~~(A) Analyze the origins, international alliances, and efforts at containment of Communism.~~

~~(i) Identify the origins of the Cold War and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba (e.g., the postwar division of Europe, the Warsaw Pact, the "Iron Curtain," the Marshall Plan, the Berlin Airlift, the Berlin Wall, the Bay of Pigs Invasion, and the Cuban Missile Crisis).~~

~~(ii) Evaluate the United States' attempts at the containment of Communism including the Truman Doctrine and the involvement of the United Nations in the Korean War.~~

~~(iii) Describe the fear of communist influence within the United States including the McCarthy hearings (e.g., the Second Red Scare and various congressional hearings).~~

~~(B) Describe events which changed domestic and foreign policies during the Cold War and its aftermath.~~

- (i) Examine the proliferation of nuclear weapons and the arms race (e.g., Sputnik and the space race; development and effects of nuclear weapons; the Rosenbergs' spy trial; and the SALT treaties).
- (ii) Describe the role of the United States in the formation of the United Nations, NATO, and SEATO.
- (iii) Evaluate the causes and long term foreign and domestic consequences of United States' military commitments in Southeast Asia, including the Vietnam War (e.g., "Domino Theory;" the Tonkin Gulf Resolution; the Tet Offensive; the presidential elections of 1968 and 1972; student protests; expanded television coverage of the war; and the War Powers Act).
- (iv) Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, including South Africa.
- (v) Analyze the reasons for the collapse of Communism in Eastern Europe and the Soviet Union, and relate the end of the Cold War to new challenges to the United States' leadership role in the world.

(C) Analyze the economic, social, and political transformation within the United States since World War II.

- (i) Describe de jure and de facto segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., Brown v. Board of Education of Topeka, Kansas, the Montgomery Bus Boycott, the lunch counter sit-down strikes in Oklahoma City and elsewhere, the Freedom Rides, integration of Little Rock Central High School, the Civil Rights Act of 1964, and the Voting Rights Act of 1965).
- (ii) Evaluate the success of the Women's Liberation Movement (e.g., Equal Rights Amendment, Roe v. Wade, Betty Friedan, and NOW) and the changing roles of women during the 1950s through the mid-1970s.
- (iii) Examine the technology revolution and its impact on communication, transportation, and industry.
- (iv) Assess the impact of violent crime, and illegal drug use and trafficking.
- (v) Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.
- (vi) Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and César Chavez), major issues, and scandals, including the Watergate Scandal, and major trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates).
- (vii) Examine the postwar rise in the standard of living, the OPEC Oil Embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.

- ~~(viii) Evaluate the impact of political scandals (e.g., Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior.~~
- ~~(ix) Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, the Warren Court, Gideon v. Wainwright, and Miranda v. Arizona).~~
- ~~(x) Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues to the present.~~
- ~~(xi) Describe and evaluate the ongoing globalization of the United States' and the world's economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news").~~
- ~~(xii) Evaluate the rise of terrorism and its impact on the United States; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; and the policies and actions of the U. S. Government to respond to and counter terrorism (e.g., PATRIOT Act and the creation of the Department of Homeland Security).~~
- ~~(xiii) Compare and assess the causes, conduct, and consequences of the U.S.-led wars in Afghanistan and Iraq.~~

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) **Craft and Structure**

- (A) 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.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) **Integration of Knowledge and Ideas**

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author’s claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

**(1) Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.

(i) 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.

(ii) 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.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

**(2) Production and Distribution of Writing**

(A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

(B) 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.

(C) 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.

**(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

(A) Cite specific textual evidence to analyze the post-Reconstruction civil rights struggles.

(i) Examine the purposes and effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.

(ii) Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.



(B) Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.

(i) Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island.

(ii) Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the *Dawes Act* on tribal sovereignty and land ownership.

(iii) Compare the contrasting view points of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quanah Parker, and Chief Joseph as expressed in his *I Will Fight No More Forever* speech.

(C) Evaluate the impact of industrialization on the transformation of American society, economy, and politics.

(i) Analyze the perception of leading industrialists as “robber barons” and as “philanthropists” including John D. Rockefeller and Andrew Carnegie and his *Gospel of Wealth* essay on American society.

(ii) Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process.

(iii) Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the *Sherman Antitrust Act*.

(iv) Analyze major social reform movements including the Women's Suffrage and Temperance Movements and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.

(v) Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

(vi) Evaluate the rise and reforms of the Progressive Movement including the

(a) Direct primary, initiative petition, referendum, and recall,

(b) Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and

(c) Conservation of the environment under the leadership of Theodore Roosevelt.

(d) Analyze the series of events leading to and the effects of the *16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, and 21<sup>st</sup> Amendments* to the *United States Constitution*.

(vii) Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.

(viii) Cite specific textual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey in response to rising racial tensions.

**(2) Content Standard 2.** The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, 1890 to 1920.

(A) Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations.

(i) Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League.

(ii) Assess the role of yellow journalism in inciting American desire to go to war with Spain.

(iii) Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.

(iv) Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, the *Roosevelt Corollary*, Missionary Diplomacy, military interventionism, and the territorial acquisition and construction of the Panama Canal.

(v) Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson, and Eugene V. Debs; and the key issues of dealing with the trusts, the right of women to vote, and trade tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.

(B) Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society.

(i) Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the *Zimmerman Note* and the threats to international trade caused by unrestricted submarine warfare.

(ii) Analyze the experiences of the war’s homefront including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare.

(iii) Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his *Fourteen Points* and the reasons for the nation’s return to isolationism including the rejection of the League of Nations.

**(3) Content Standard 3:** The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

(A) Examine the economic, political, and social transformations between the World Wars.

(i) Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and “talkies” (movies).

(ii) Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites.

(iii) Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor resulting in the First Red Scare.

(iv) Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

(v) Assess the impact of the *Indian Citizenship Act of 1924* upon the various Native American tribes.

(B) Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy.

(i) Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s *laissez-faire* policy.

(ii) Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

(iii) Analyze how President Herbert Hoover’s financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.

(C) Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.

(i) Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies.

(ii) Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s *First Inaugural Address* and the *Four Freedoms* speech.

(iii) Examine how national policies addressed the economic crisis including deficit spending, Roosevelt’s court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority.

(iv) Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government’s responses.

(4) **Content Standard 4:** The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation’s involvement in World War II, 1933 to 1946.

(A) Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.

(i) Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease Program.

(ii) Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision, and the internment of Americans of German and of Italian descent.

(B) Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

(C) Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.

(5) **Content Standard 5:** The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.

(A) Cite specific textual and visual evidence to analyze the origins of international alliances and efforts at containment of Communism following World War II.

(i) Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin blockade and Airlift, the fall of the Iron Curtain, and the Marshall Plan.

(ii) Describe the role of the United States in the formation of the United Nations, NATO and the resulting Warsaw Pact, and the dividing of the political world into the Western and Soviet spheres of influence.

(iii) Assess the impact and successes of the *Truman Doctrine* including the American military response to the invasion of South Korea.

(iv) Compare and contrast the domestic and international goals of President Kennedy's administration as expressed in his *Inaugural Address* to the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, and the establishment of the Peace Corps.

(B) Cite specific textual and visual evidence to describe events which changed domestic policies during the Cold War and its aftermath.

(i) Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on these threats including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.

(ii) Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of

mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.

(C) Cite specific textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the *26<sup>th</sup> Amendment*.

(D) Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.

(i) Assess the effects of President Truman's decision to desegregate the United States armed forces, and the legal attacks on segregation by the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.

(ii) Compare and contrast segregation policies of "separate but equal," disenfranchisement of African Americans through poll taxes, literacy tests, and violence; and the sustained attempts to dismantle segregation including the *Brown v. Board of Education* decision, Rosa Parks and the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the Oklahoma City lunch counter sit-ins led by Clara Luper, the Freedom Rides, the March on Washington, the Birmingham church bombing, the adoption of the *24th Amendment*, the passage of the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*, the Selma to Montgomery marches, and the assassination of Dr. Martin Luther King, Jr.

(iii) Compare and contrast the view points and the contributions of civil rights leaders and organizations linking them to events of the movement including Dr. Martin Luther King, Jr. and his *I Have a Dream* speech, Malcolm X, NAACP, SCLC, CORE, SNCC, and the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

(iv) Evaluate the effects the Civil Rights Movement had on other contemporaneous social movements including the Women's Liberation Movement, the United Farm Workers and César Chávez, and the American Indian Movement.

(E) Cite specific textual and visual evidence to analyze the ongoing social and political transformation within the United States.

(i) Summarize and examine the United States Supreme Court's use of the incorporation doctrine in applying the *Bill of Rights* to the states, thereby securing and further defining individual rights and civil liberties.

(ii) Assess the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.

(iii) Describe the goals and effectiveness of the Native American movement on tribal identity and sovereignty including the American Indian Movement (AIM) and the Siege at Wounded Knee.

(iv) Cite specific textual and visual evidence to compare and contrast the changing roles of women from the Post-war Era through the 1970s

including the goals of the Women’s Liberation Movement, the National Organization of Women (NOW), the attempts to ratify the *Equal Rights Amendment* (ERA), and the United States Supreme Court’s ruling in *Roe v. Wade*.

(v) Analyze the political and economic impact of President Nixon’s foreign policies including détente and the opening of China.

(vi) Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the *Pentagon Papers*, and the first use of the 25<sup>th</sup> Amendment, and President Ford’s decision to pardon former President Nixon.

(6) **Content Standard 6:** The student will analyze the foreign and domestic policies in the contemporary era, 1977 to the present.

(A) Cite specific textual and visual evidence to evaluate President Carter’s foreign policy in the Middle East including the *Camp David Accords*, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis.

(B) Analyze the economic and political impact of President Reagan’s domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan’s *Tear Down This Wall* speech in West Berlin.

(C) Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.

(D) Describe the goal of President H.W. Bush’s foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

(E) Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

(F) Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.

(7) \***Content Standard 7:** The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.

(A) Cite specific textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush’s leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama’s election on the course of the wars.

(B) Examine the ongoing issues of immigration, employment, climate change, environmental pollution, globalization, population growth, race relations, women’s issues, healthcare, civic engagement, education, and the rapid development of technology.

### **210:15-3-103. World geography for High School World History - Cultural Connections, Turning Points, and Transformation of the World into the Modern Era**

—Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore, describe, analyze, and seek to understand the spatial arrangement of

objects and people on earth's surface. Students will use the skills and tools of geography to examine the world and its inhabitants from a spatial perspective, solve problems of geographic dimensions and make informed decisions based upon solid research.

(1) **Standard.** The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

(A) Apply geographic representations and technologies to depict, analyze, explain and solve geographic problems.

(B) Demonstrate the use of mental maps to organize information about people, places, and environments in a spatial context.

(C) Analyze the spatial organization of people, places, and environments on earth's surface.

(D) Design appropriate forms of maps incorporating elements of geographic information such as: relative/absolute location, direction, size, shape, elevation, and scale.

(E) Recognize the different map projections and explain the concept of distortion.

(2) **Standard.** The student will use the concepts of places and regions as the basic units of geographic inquiry.

(A) Identify the human and physical characteristics of particular places and regions.

(B) Conduct regional analysis of geographic issues and questions.

(C) Explain how culture and experience influence people's perceptions of places and regions and how these perceptions change over time.

(3) **Standard.** The student will examine earth's physical processes (e.g., climate and landforms) and organize them into ecosystems.

(A) Identify and describe the components of the earth's physical system (e.g., atmosphere, lithosphere, biosphere, and hydrosphere).

(B) Explain how earth's physical systems and processes shape the patterns found on earth's surface.

(C) Describe the characteristics and spatial distribution of ecosystems on earth's surface.

(D) Analyze patterns of natural phenomena such as earthquakes, volcanic eruptions, tornadoes, and hurricanes.

(4) **Standard.** The student will examine human cultures, populations and activities such as settlement, migration, commerce, conflict, and cooperation.

(A) Identify and describe the characteristics, distribution, and impact of migration of human populations on earth's surface and cultures.

(B) Interpret the patterns and networks of economic interdependence on earth's surface.

(C) Explain how the processes, patterns, and functions of human settlement have changed over time.

(D) Explain how the forces of cooperation and conflict among people influence the division and control of earth's surface.

(5) **Standard.** The student will evaluate the interactions between humans and their environment.

(A) Explain how human actions modify the physical environment.

(B) Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.

(C) Explain the changes that occur in the meaning, use, distribution, and importance of resources.

(D) ~~Observe and predict the possible economic effects and environmental changes resulting from natural phenomena (e.g., tornadoes, hurricanes, droughts, insect infestations, earthquakes, El Nino, and volcanoes).~~

~~(6) **Standard.** The student will analyze problems and issues from a geographic perspective using the tools and skills of geography.~~

~~(A) Explain the fundamental role that geographical context has played in affecting events in history.~~

~~(B) Apply geography to examine contemporary issues in the context of spatial and environmental perspectives.~~

~~(C) Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.~~

(a) **PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) **Key Ideas and Details**

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) 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.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) **Craft and Structure**

(A) 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.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) **Integration of Knowledge and Ideas**

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) **Range of Reading and Level of Text Complexity**

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

(b) **Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

(1) **Text Types and Purposes**

(A) Write arguments focused on *discipline-specific content*.



- (i) 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.
- (ii) 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.
- (iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

- (i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- (ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic
- (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- (iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (B) 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.

(C) 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.

**(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) 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.

(A) 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.

(B) Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras.

(C) Compare using specific textual evidence the contributions of Greek and Roman political philosophers to political ideas using selections from Plato's *Republic*, Aristotle's *Politics*, Cicero's *On the Republic* and *On the Laws*, and their impact on later political thought in Western societies.

(D) Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilization of India, China, and Southeast Asia, and their influence into the modern eras.

(E) Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church and the Byzantines and Orthodox churches; and its influence into the modern eras.

(F) Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including how those ideas and beliefs influenced Asian civilizations into the modern eras.

(G) Examine the origins, traditions, beliefs, and impact of Islam including the religious, political, and economic causes and effects of the Crusades on the spread of Islam, and the influence of Islam into the modern eras.

(2) **Content Standard 2.** The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.

(A) Cite specific textual and visual evidence to assess the significance of the Renaissance on politics and artistic creativity as exemplified by Machiavelli, Michelangelo, and daVinci.

(B) Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin.

(C) Analyze migration, settlement patterns, and cultural diffusion caused by the competition for resources among European nations during the Age of Exploration including the impact of the Columbian Exchange and the Atlantic slave trade.

(3) **Content Standard 3.** The student will evaluate modern revolutionary movements influenced by the European Age of Absolutism and the Enlightenment including political, economic, and social transformations.

(A) Summarize the establishment and authority exercised by absolute monarchies including Louis XIV, Frederick the Great, and Peter the Great.

(B) Compare how scientific theories and technological discoveries including those made by Newton, Copernicus, and Galileo brought about social and cultural changes.

(C) Cite specific textual and visual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions.

(D) Compare and contrast the causes and lasting impact of England's *Glorious Revolution*, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government including the impact of the Napoleonic Wars and the resulting Congress of Vienna.

(E) Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia.

(4) **Content Standard 4.** The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.

(A) Summarize the impact of massive social and economic changes as a result of industrialization including Marxist criticisms of capitalism.

(B) Cite specific textual and visual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples.

(C) Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies.

(D) Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I.

(E) Examine the causes of World War II including the failure of the *Treaty of Versailles*, the impact of the Great Depression, and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

(F) Cite specific textual and visual evidence to analyze the World War II including the leadership of Winston Churchill, Franklin Roosevelt, Josef Stalin, Adolf Hitler, Benito Mussolini, and Hideki Tōjō, the key strategic decisions, and the war's significant turning points.

(G) Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.

(H) Cite specific textual and visual evidence to examine the causes, course, and effects of the Holocaust and compare and contrast eyewitness accounts of camp inmates, survivors, liberators, and perpetrators and summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine.

**(5) Content Standard 5.** The student will evaluate post World War II regional events leading to the transformations of the modern world.

(A) Cite specific textual and visual evidence to describe the creation of the modern state of Israel, the ongoing regional disputes with its Arab neighbors, the continuing hostilities between Iran and Iraq, and the impact of significant regional leaders including Golda Meir, Anwar Sadat, Yasser Arafat, Saddam Hussein, and the Ayatollah Khomeini.

(B) Compare the Chinese Communist Revolution under the leadership of Mao Zedong, the effects of the Great Leap Forward and the Cultural Revolution to recent attempts toward economic and democratic reforms including the Tiananmen Square demonstrations, limited privatization, and foreign investments.

(C) Cite specific textual and visual evidence to examine the origins of India as a modern world power by tracing the struggle for independence achieved through Mohandas K. Gandhi's non-violent civil disobedience movement, the development of India's industrial and service-oriented economy, and the ongoing threat of nuclear warfare between India and Pakistan.

(D) Evaluate the effects of Poland's Solidarity Movement on the Eastern Bloc nations, Soviet President Mikhail Gorbachev's policies of *perestroika* and *glasnost*, the fall of the Berlin Wall, the reunification of Germany, the collapse of Communism and the breakup of the Soviet Union that resulted in new independent countries.

(E) Assess the impact of continuing African independence movements on human rights and the global expansion of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah's struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu.

(F) Compare and contrast multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland's Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic-cleansing in the Balkans, Rwanda's mass murders, and the ethnic and religious crisis in Darfur.

(6) Content Standard 6: The student will evaluate contemporary global issues and challenges.

(A) Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization.

(B) Cite specific textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing regions.

(C) Cite specific textual and visual evidence to describe the impact of ongoing cultural diffusion as a result of the development of mass communication, social media, transportation systems, and global trade.

(D) Describe the rise of international terrorism including the causes and effects of the attacks on the World Trade Center Towers in 1993, the attacks on 9/11 in 2001, and other acts of international terrorism including London, Madrid, and Mumbai, and analyze the policies and actions of world powers to counter and combat terrorism including the wars in Afghanistan and Iraq.

### **210:15-3-104. World History for High School World Human Geography- The Why of Where: Places, Patterns of Settlement, and Global Interactions**

~~(a) Standard. The student will demonstrate social studies research skills.~~

- ~~(1) Identify, analyze, and interpret primary and secondary sources and artifacts.~~
- ~~(2) Validate sources as to their authenticity, authority, credibility, and possible bias.~~
- ~~(3) Construct timelines of key events, periods, and historically significant individuals.~~
- ~~(4) Identify and analyze the reasons for major shifts in national political boundaries.~~

~~(b) Standard. The student will describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture.~~

- ~~(1) Describe the characteristics of hunter-gatherer societies, their use of fire and tools, and the impact of geography on these societies.~~
- ~~(2) Identify the technological and social advancements that gave rise to stable communities.~~

~~(c) Standard. The student will compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China), and other ancient civilizations (e.g., the Hebrew and Phoenician kingdoms, and the Persian Empire).~~

- ~~(1) Describe their location in time and place.~~
- ~~(2) Trace their development of cultural, political, and economic patterns.~~

~~(d) Standard. The student will describe and analyze ancient Greece (circa 2000 to 300 B.C.E.) and its impact on contemporary and future civilizations.~~

- ~~(1) Explain the influence of geography on Greek culture including the contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, (e.g., Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, and Archimedes).~~
- ~~(2) Analyze the impact of Greek commerce and colonies on the Mediterranean region.~~

- (3) Describe the social structure, significance of citizenship, and development of democracy in the city-state of Athens.
  - (4) Describe life in Athens during the Golden Age of Pericles.
  - (5) Evaluate the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.
- (e) **Standard.** The student will describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.
- (1) Explain the influence of geography on Roman economic, social, and political development.
  - (2) Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.
  - (3) Analyze the Roman military domination of the Mediterranean basin and western Europe, and the spread of Roman culture in these areas.
  - (4) Describe the collapse of the Republic and the rise of imperial monarchs.
  - (5) Evaluate the economic, social, and political impact of the Pax Romana.
  - (6) Examine the origin, traditions, customs, beliefs, and spread of Judaism and Christianity.
  - (7) Describe the contributions in art, architecture, technology, science, literature, history, language, religion, and law.
  - (8) Explain the reasons for the decline and fall of the Roman Empire, (e.g., the invasions of the Visigoths and Vandals).
- (f) **Standard.** The student will analyze the interactions and relationships between the Muslim world and Christendom from the seventh to the eleventh century C.E.
- (1) Describe the origin, theological foundations, traditions, customs, beliefs, and spread of Islam.
  - (2) Identify religious, political, and economic influences in the Mediterranean region.
- (g) **Standard.** The student will describe, compare and contrast selected civilizations in Asia, Africa, and the Americas.
- (1) Analyze India's caste system, the traditions, customs, beliefs, and significance of Hinduism, and the conquest by Muslim Turks and Mongols.
  - (2) Describe China under the Qin, Han, Tang, and Sung dynasties; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
  - (3) Describe Japan's development, and the significance of Shintoism and Buddhism, and the influence of Chinese culture.
  - (4) Describe the kingdoms of Kush in eastern Africa and Ghana in western Africa.
  - (5) Describe the Olmec, Mayan, Aztec, and Inca civilizations.
- (h) **Standard.** The student will describe and analyze the Byzantine Empire and Russia (circa 300 to 1400 C.E.) and their impact on contemporary and later civilizations.
- (1) Explain the expansion of the Byzantine Empire and economy with the establishment of Constantinople.
  - (2) Describe the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.
  - (3) Evaluate Byzantine influence on Kievan Russia and Eastern Europe.
- (i) **Standard.** The student will describe and analyze the patterns of social, economic, and political change, and cultural achievement during the Middle Ages, circa 500 to 1500 C.E.

- (1) Describe the structure of feudal society and its social, economic, and political effects.
- (2) Examine the Age of Charlemagne and the revival of the idea of the Roman Empire.
- (3) Trace the invasions and settlements of the Magyars in Eastern Europe, and the Vikings, Angles, and Saxons in Great Britain.
- (4) Analyze the spread and influence of Christianity throughout Europe, and the secular roles of the Roman Catholic Church.
- (5) Describe conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
- (6) Compare and contrast the federal system in Asia (e.g., the society in Japan) with European federalism.

(j) **Standard.** The student will analyze the historical sources and developments of the Renaissance.

- (1) Examine the economic foundations of the Renaissance, increased trade, role of the Medicis, and new economic practices, including the rise of Italian city states.
- (2) Describe artistic, literary, scientific, political, and intellectual creativity, (e.g., as reflected in the works of Leonardo da Vinci, Michelangelo, Machiavelli, Cervantes, and Shakespeare) as contrasted with the Middle Ages.

(k) **Standard.** The student will analyze the historical sources and developments of the Reformation.

- (1) Evaluate the effects of the theological, political, and economic differences that emerged during the Reformation (e.g., the views and actions of Martin Luther, John Calvin, the Council of Trent and Henry VIII).
- (2) Describe the influence of religious conflicts on government actions, (e.g., the Edict of Nantes in France, and the reign of Elizabeth I in England).

(l) **Standard.** The student will analyze the impact of European expansion into the Americas, Africa, and Asia.

- (1) Describe the roles of explorers and conquistadors (e.g, Prince Henry the Navigator, Columbus, Magellan, and Cortés).
- (2) Analyze migration, settlement patterns, and cultural diffusion, including the exchange of technology, ideas, and agricultural practices, the introduction of new diseases, and trade in slaves, gold, furs, and tobacco.
- (3) Evaluate the economic and cultural transformations created by the emergence of plants (e.g., tobacco and corn) in new places and the arrival of the horse in the Americas.
- (4) Describe the competition for resources and the rise of mercantilism, including the commercial and maritime growth of European nations, and the emergence of money and banking, global economies, and market systems.

(m) **Standard.** The student will analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.

- (1) Describe the establishment and authority of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great).
- (2) Examine the Glorious Revolution in England and the French Revolution, including the ideas of significant individuals, (e.g., Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, and Jefferson).
- (3) Explain how the political and religious ideas of the Enlightenment affected the founders of the United States.

- (4) Explain how new scientific theories (e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin) and technological changes brought about social, political, and cultural changes.
- (5) Describe how the arts, philosophy, and literature were influenced by significant individuals (e.g., Voltaire, Diderot, Rembrandt, Gainsborough, Bach, and Mozart).
- (n) **Standard.** The student will describe nineteenth century political developments.
- (1) Analyze the impact of the Congress of Vienna.
  - (2) Describe the expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws.
  - (3) Analyze the unification of Germany and of Italy.
  - (4) Evaluate the impact of the Meiji Restoration in Japan.
- (o) **Standard.** The student will analyze and explain the effects of the Industrial Revolution.
- (1) Describe the rise and impact of industrial economies.
  - (2) Describe the scientific and technological changes (e.g., the inventions of Watt, Bessemer, and Whitney) which brought about massive social and cultural change.
  - (3) Analyze the emergence of capitalism and free enterprise as a dominant economic pattern.
  - (4) Evaluate the responses to capitalism (e.g., utopianism, socialism, and communism), including the trade union movement.
  - (5) Explain how Asia, Africa, and South America were transformed by European commercial power.
- (p) **Standard.** The student will analyze major twentieth century historical events through World War II.
- (1) Evaluate the causes and effects of World War I (e.g., assassination of Archduke Ferdinand; Woodrow Wilson and the Fourteen Points; and the League of Nations).
  - (2) Describe the Bolshevik Revolution in Russia, and the creation of the Soviet Union.
  - (3) Examine the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
  - (4) Examine the rise of nationalism, and the causes and effects of World War II (e.g., the Holocaust, economic and military power shifts since 1945, the founding of the United Nations, and the political partitioning of Europe, Africa, and Asia).
  - (5) Describe the revolutionary movements in Asia and their leaders (e.g., Mao Zedong and Ho Chi Minh).
  - (6) Examine African and Asian countries which achieved independence from European colonial rule (e.g., India under Mohandas Gandhi and Ghana under Kwame Nkrumah).
- (q) **Standard.** The student will evaluate post-World War II global and contemporary events.
- (1) Describe regional military and political conflicts, such as Korea and Vietnam.
  - (2) Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.
  - (3) Examine the beginning and end of the Cold War and the collapse of the Soviet Union.
  - (4) Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.
  - (5) Describe and evaluate the ongoing globalization of the world's economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news").



- (6) Evaluate the rise of terrorism in the United States and around the world; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; and the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; the train attacks in Madrid on March 11, 2004; the subway bombings in London on July 7, 2005; the attack in Mumbai, India on November 27, 2008; airplane and ship hijackings; and the policies and actions of the U.S. Government to respond to and counter terrorism (e.g., PATRIOT Act and the creation of the Department of Homeland Security).
- (7) Compare and assess the causes, conduct, and consequences of the U.S. led wars in Afghanistan and Iraq.

**(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.** The student will develop and demonstrate social studies Common Core reading literacy skills.

**(1) Key Ideas and Details**

- (A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- (B) 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.
- (C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**(2) Craft and Structure**

- (A) 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.
- (B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- (C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**(3) Integration of Knowledge and Ideas**

- (A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- (B) Assess the extent to which the reasoning and evidence in a text support the author's claims.
- (C) Compare and contrast treatments of the same topic in several primary and secondary sources.

**(4) Range of Reading and Level of Text Complexity**

- (A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

**(b) Process and Literacy Standard 2: Writing Skills.** The student will develop and demonstrate Common Core social studies writing literacy skills.

**(1) Text Types and Purposes**

- (A) Write arguments focused on *discipline-specific content*.

- (i) 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.
- (ii) 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.
- (iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- (iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (v) Provide a concluding statement or section that follows from or supports the argument presented.

(B) Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes.

- (i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- (ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- (iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- (iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- (v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- (vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

(C) See note; not applicable as a separate requirement.

## **(2) Production and Distribution of Writing**

- (A) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- (B) 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.

(C) 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.

**(3) Research to Build and Present Knowledge**

(A) 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.

(B) 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.

(C) Draw evidence from informational texts to support analysis, reflection, and research.

**(4) Range of Writing**

(A) 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.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

**(c) Social Studies Content Skills**

(1) Content Standard 1: The student will cite specific textual and visual evidence including maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.

(A) Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.

(B) Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.

(C) Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.

(D) Utilize geographic technologies of GIS, remote sensing, and GPS sources of geographical data including census data, population pyramids, climographs, cartograms, and satellite imagery.

(2) Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.

(A) Analyze geographic data measuring population including density; distribution; patterns of composition: age, sex, race, and ethnicity; and population trends and projections.

(B) Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.

(C) Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.

(3) **Content Standard 3:** The student will evaluate specific textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.

(A) Assess the spatial dimensions of culture as defined by language, religion, race, ethnicity, and gender.

(B) Analyze and summarize the role the environment plays in determining a region's culture.

(C) Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

(D) Compare and contrast the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores and sets of beliefs which determine a sense of place.

(E) Summarize the impact of the world's major religions of Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism on modern societies.

(4) **Content Standard 4:** The student will evaluate specific textual and visual evidence to explain the political organization of space.

(A) Describe and summarize the different forces that shape the evolution of the contemporary world's political map including the rise of nation-states.

(B) Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.

(C) Compare and contrast the world's political patterns of organization including federal and unitary states.

(D) Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.

(E) Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

(5) **Content Standard 5:** The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.

(A) Examine the origin and diffusion of agriculture including the Neolithic Revolution and the Green Revolution.

(B) Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets.

(C) Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.

(D) Research and describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life.

(E) Examine common characteristics of rural communities including the impact of the environment on location; the political, economic, and cultural functions of rural communities; the types of transportation, communication, and trade linkages among rural areas; and the impact of modern migration to urban centers.

(6) **Content Standard 6:** The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.

(A) Examine the changing roles of natural resources, energy, and technology that resulted in the Industrial Revolution.

(B) Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.

(C) Compare and contrast contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Middle East.

(D) Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.

(E) Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization and economic restructuring, globalization, and international division of labor.

(7) **Content Standard 7:** The student will evaluate specific textual and visual evidence to analyze cities and urban land use.

(A) Examine the origin, development, and character of cities including the impact of the environment on location; the political, economic, and cultural functions of cities; historical distribution of cities; and the types of transportation, communication, and trade linkages among cities.

(B) Analyze contemporary patterns of rural migration upon urban development including the concept of suburbanization, edge cities, megacities, and global cities.

(C) Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing, and urban planning.