



JANET BARRESI
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF OKLAHOMA

M E M O R A N D U M

TO: The Honorable Members of the State Board of Education
FROM: Janet C. Barresi *JCB*
DATE: February 23, 2012
SUBJECT: Report on Rule Promulgation

The attached information is provided to update the State Board of Education on rules currently in the promulgation process pursuant to the *Oklahoma Administrative Procedures Act*, 75 O.S. § 250, *et seq.* This report is informational. No action is necessary or requested by the State Department of Education.

- a) Subchapter 1. General Provisions
 - 210:10-1-20. Implementation of Policies Prohibiting Harassment, Intimidation, and Bullying [NEW]
 - Subchapter 9. Lifelong Learning
 - 210:10-9-6. General Education Development (GED) Testing Program [AMENDED]
 - Subchapter 13. Student Assessment
 - 210:10-13-22. Implementation of a System of School Improvement and Accountability [NEW]

- b) Subchapter 8. Six-Year Comprehensive Local Education Plan
 - 210:15-8-3. Component of the Six-year Plan [REVOKED]
- Subchapter 3. Priority Academic Student Skills
 - Part 3. Pre-Kindergarten and Kindergarten
 - 210:15-3-5.8. Social Studies [REVOKED]
 - Subchapter 3. Priority Academic Student Skills
 - Part 11. Social Studies
 - 210:15-3-90. Overview Pre-Kindergarten: Our America [AMENDED]
 - 210:15-3-90.1. Definitions Kindergarten: Symbols of America [AMENDED]
 - 210:15-3-91. Social Studies for Grade 1: American Heroes [AMENDED]
 - 210:15-3-92. Social Studies for Grade 2: Our Democratic Heritage [AMENDED]
 - 210:15-3-93. Social Studies for Grade 3: Oklahoma Studies [AMENDED]
 - 210:15-3-94. Social Studies for Grade 4: United States Studies: Regional Geography and History- The Why of Where: Places, Patterns of Settlement, and Global Interaction [AMENDED]

- 210:15-3-95. Social Studies for Grade 5: United States Studies: Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607-1806 [AMENDED]
- 210:15-3-96. World Studies for Grade 6: World Geography: The Western Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interaction [AMENDED]
- 210:15-3-97. World Geography for Grade 7: World Geography: The Eastern Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interaction [AMENDED]
- 210:15-3-98. United States History 1760-1877 for Grade 8 - Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877 [AMENDED]
- 210:15-3-99. Economics for High School – Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship [AMENDED]
- 210:15-3-100. Oklahoma History for High School and Government- The Foundation, Formation, and Transformation of the State of Oklahoma [AMENDED]
- 210:15-3-100.1. Psychology- Foundations and Formation of Human Development [NEW]
- 210:15-3-100.2. Sociology- Formations and Patterns of Group Behavior [NEW]
- 210:15-3-101. United States Government for High School – Freedom for All: Expanding Rights and Responsibilities [AMENDED]
- 210:15-3-102. United States History 1850 to the Present for High School Creating the United States: The American Nation in Transformation, 1978 to the present [AMENDED]
- 210:15-3-103. World Geography for High School World History- Cultural Connections Turning Points, and Transformation of the World into the Modern [AMENDED]
- 210:15-3-104. World History for High School World Human Geography- The Why of Where: Places, Patterns of Settlement, and Global Interactions [AMENDED]
- Subchapter 23. Gifted and Talented Education Regulations and Program Approval Standards
- 210:15-23-10. Failure to report [NEW]
- c) Subchapter 9. Professional Standards: Teacher Education and Certification
- Part 9. Teacher Certification
- 210:20-9-98. Administrative requirements of teacher certification [AMENDED]
- 210:20-9-104. World language certification for state competency examination [NEW]
- d) Subchapter 5. Budgeting and Business Management
- Part 1. Implementation
- 210:25-5-5. Auditing [AMENDED]

RULE IMPACT STATEMENT: BULLYING
STATE DEPARTMENT OF EDUCATION

Title 210: 10-1-20

- a. **What is the purpose of the proposed rule change?**
Proposed rules implement provisions of the Oklahoma School Bullying Prevention Act, 70 O.S. § 24-100.2, et seq. Pursuant to this law, the State Board of Education shall adopt rules for monitoring school districts for compliance with this section and providing sanctions for noncompliance with this section.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**
Students enrolled in public schools and parents of students. School district officials charged with enforcing this law.
- c. **What classes of persons will benefit from the proposed rule change?**
Students enrolled in public schools and parents of students.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**
The law requires school districts to implement policies prohibiting harassment, discrimination, and bullying, and to establish specific policies. Cost associated with implementation would be limited to implementation of those policies, and cost of investigating incidents of bullying. (All of which fall within normal duties of school officials.)
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**
Not applicable. (No cost associated with implementation.) Duties fall within normal duties of existing staff.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**
The law requires school districts to implement policies prohibiting harassment, discrimination, and bullying, and to establish specific policies. Cost associated with implementation would be limited to implementation of those policies, and cost of investigating incidents of bullying. (All of which fall within normal duties of school officials.)
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**
Not applicable.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**
Not applicable, as these changes have been implemented to enforce statutory provisions of 70 O.S. § 24-100.2.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

Not applicable.

j.

What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?

Not applicable.

210: 10-1-20. Implementation of Policies Prohibiting Harassment, Intimidation, and Bullying

(a) Purpose. Bullying has a negative effect on the social environment of schools, creates a climate of fear among students, inhibits the ability to learn, and leads to other antisocial behavior. Other detrimental effects of bullying include impact on school safety, student engagement, and the overall school environment. Oklahoma state law declares that any form, type, or level of bullying is prohibited, and that every incident of behavior that may constitute bullying should be taken seriously by school administrators, school staff (including teachers), students, and parents. Successful school programs recognize, prevent, and effectively identify and intervene in incidents involving harassment, intimidation and bullying behavior. Schools which implement these programs have improved safety and created a more inclusive learning environment. The purpose of the *Oklahoma School Bullying Prevention Act*, 70 O.S. § 24-100.2, *et seq.*, is to provide a comprehensive approach for public schools to create an environment free of unnecessary disruption which is conducive to the learning process by implementing policies for the prevention of harassment, intimidation and bullying.

(b) Definitions.

(1) **Harassment, Intimidation, and Bullying** means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will:

(A) Harm another student;

(B) Damage another student's property;

(C) Place another student in reasonable fear of harm to the student's person;

(D) Damage to the student's property; or

(E) Insult or demean any student or group of students.

The aforementioned conduct constitutes harassment, intimidation, and bullying if conducted in such a way as to disrupt or interfere with the school's educational mission or the education of any student. This includes, but is not limited to gestures, written, verbal, or physical acts, or electronic communications.

(2) **Electronic Communication** means the communication of any written, verbal or pictorial information by means of an electronic device, including, but not limited to, a telephone, other cellular telephone or other wireless telecommunication device, or computer.

(3) **Threatening Behavior** means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

(4) **Scope.** Threatening behavior, harassment, intimidation, and bullying is prohibited on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events. Threatening behavior, harassment, intimidation, and bullying by electronic communication is prohibited whether or not such communication originated at school, or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school.

(c) **Implementation.** Each district board of education shall adopt a policy for the control and discipline of all children attending public school in that district. Such policy shall set forth investigative procedures of reported incidents of harassment, intimidation, bullying or threatening behavior. Each district board of education shall provide options for the methods of control and discipline of the students and shall define standards of conduct to which students are expected to conform, which may include a detailed description of a graduated range of

consequences and sanctions for bullying. The policy adopted by each district board of education shall include and/or establish the following:

(1) Specifically prohibit threatening behavior, harassment, intimidation, and bullying by students at school and by electronic communication. Electronic communication which is harassment, intimidation and bullying shall be prohibited whether or not the communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school.

(2) Address prevention of and education about threatening behavior, harassment, intimidation, and bullying.

(A) This may include providing information on age-appropriate school and community-wide bullying prevention and education programs. This may also include a provision for school districts to provide training for all students, school staff, including, but not limited to, teachers, aides, support staff, and school bus drivers, on preventing, identifying, and responding to bullying.

(3) A procedure for the investigation of harassment, intimidation, bullying or threatening behavior reported to school officials for the purpose of determining the severity of the incidents and their potential to result in future violence.

(4) A procedure which provides, upon the completion of an investigation, for a school to recommend available community mental health care options to be provide to the student, if appropriate.

(A) This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior.

(5) A procedure whereby a school may request the disclosure of any information concerning students who have received mental health care pursuant to sub-section (4) of this rule that indicates an explicit threat to the safety of students or school personnel. The disclosure of information pursuant to this sub-section shall not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

(d) The policy adopted by the local school board pursuant to 70 O.S. § 24-100.4 shall include the statutorily required sections outlined section (c) of this rule. Failure to include such items shall result in action pursuant to section (h) of this rule.

(e) In developing a district policy, each district board of education shall make an effort to involve teachers, parents and students. The students, teachers, and parents or guardian of every child residing within the school shall be notified by the district board of education of the adoption and shall receive a copy upon request.

(f) Effective policies prohibiting harassment, intimidation, and bullying should include:

(A) A statement of purpose, which includes the scope of the policy and specifically prohibited behavior;

(B) Definitions clarifying prohibited behavior;

(B) A means for students, students' families, staff, and others to report incidents of bullying, including a process to submit such information anonymously and with protection from retaliation;

(C) The requirement that school personnel report, in a timely and responsive manner, incidents of bullying they witness or are aware of to a designated official;

(D) A process of notification to local law enforcement, if necessary, and parents of both the alleged perpetrator and victim, as provided by state and federal law.

(E) A plan for notifying students, students' families, and staff of policies related to bullying, including the consequences for engaging in bullying;

(E) A procedure for maintaining written records of all incidents of harassment, intimidation and bullying, and a record of how the incident was resolved;

(F) A plan for training and educating all school personnel on issues related to harassment, intimidation, and bullying; and

(G) A provision for the district board of education to review local policies on a regular basis to ensure the goals of the state statute and policy are met.

(g) Monitoring and Compliance. The State Board of Education shall monitor school districts for compliance with 70 O.S. § 24-100.4 and section (c) of this rule.

(1) To assist the State Department of Education with compliance efforts pursuant to this section, each school district shall identify a Bullying Coordinator who will serve as the district contact responsible for providing information to the State Board of Education. The Bullying Coordinator shall maintain on file with the Department of Education updated contact information. Each school district shall notify the State Department of Education within fifteen (15) business days of the appointment of a new Bullying Coordinator.

(2) Beginning with the 2012-2013 school year, and for each school year following, each school district shall submit to the State Board of Education a copy of the district's bullying policy. The bullying policy shall be submitted to the State Department of Education by December 10th of each school year, and shall be submitted as a part of the school's Annual Performance Report.

(3) Beginning with the 2012-2013 school year, and for each school year following, the State Department of Education shall conduct a comprehensive review of each school district's bullying policy to ensure compliance with 70 O.S. § 24-100.4. School districts who do not comply with the statutory requirements of this section shall be notified in writing, and be required to make necessary changes to comply with state law.

(4) State Department of Education staff shall monitor school districts for compliance with 70 O.S. § 24-100.4 and section (c) of this rule. The State Department of Education may initiate a compliance review upon receipt of evidence which indicates noncompliance with 70 O.S. § 24-100.4. Evidence of potential noncompliance shall be based on the nature or frequency of complaints received by the State Department of Education. The scope of a compliance review initiated pursuant to this sub-section shall be limited to determining whether a school district is in compliance with state law and has implemented policies required 70 O.S. § 24-100.4.

(5) Records indicating substantial noncompliance with this sub-sections (3) or (4) of this rule shall be submitted to the school district's Regional Accreditation Officer (RAO) for review and consideration during the district's accreditation process. Record of a school district's failure to comply with the provisions of this section, including the number of complaints involving the district shall be documented in the district's compliance report and be considered for purposes of accreditation.

(h) Harassment, intimidation, and bullying behavior may also result in discriminatory harassment, prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits

discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. Each school district shall take necessary steps to ensure compliance with federal law.



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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

School Bullying Prevention Act

Article Article XXIV - Miscellaneous Provisions

Section 24-100.2 - Title 70. Schools

Cite as: O.S. §, ___

Sections 1 through 4 of this act shall be known and may be cited as the "School Bullying Prevention Act".

Historical Data

Added by Laws 2002, SB 993, c. 149, § 1, eff. November 1, 2002.

Citationizer® Summary of Documents Citing This Document

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None Found.	

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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

School Bullying Prevention Act

Article Article XXIV - Miscellaneous Provisions

Section 24-100.3 - Title 70. Schools

Cite as: O.S. §. ___

A. The Legislature finds that bullying has a negative effect on the social environment of schools, creates a climate of fear among students, inhibits their ability to learn, and leads to other antisocial behavior. Bullying behavior has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping and dropping out of school, fighting, and the use of drugs and alcohol. Research has shown that sixty percent (60%) of males who were bullies in grades six through nine were convicted of at least one crime as adults, and thirty-five percent (35%) to forty percent (40%) of these former bullies had three or more convictions by twenty-four (24) years of age. Successful programs to recognize, prevent, and effectively intervene in bullying behavior have been developed and replicated in schools across the country. These schools send the message that bullying behavior is not tolerated and, as a result, have improved safety and created a more inclusive learning environment.

B. The purpose of the School Bullying Prevention Act is to provide a comprehensive approach for the public schools of this state to create an environment free of unnecessary disruption which is conducive to the learning process by implementing policies for the prevention of harassment, intimidation, and bullying.

C. As used in the School Bullying Prevention Act:

1. "Harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. "Harassment, intimidation, and bullying" include, but are not limited to, gestures, written, verbal, or physical acts, or electronic communications;
2. "At school" means on school grounds, in school vehicles, at designated school bus stops, at school-sponsored activities, or at school-sanctioned events;
3. "Electronic communication" means the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless telecommunication device, or a computer; and
4. "Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

D. Nothing in this act shall be construed to impose a specific liability on any school district.

Historical Data

Added by Laws 2002, SB 993, c. 149, § 2, eff. November 1, 2002; Amended by Laws 2008, SB 1941, c. 216, § 5, eff. November 1, 2008 ([superseded document available](#)).

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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-100.4 - Title 70. Schools

Cite as: O.S. §, ___

A. Each district board of education shall adopt a policy for the control and discipline of all children attending public school in that district, and for the investigation of reported incidents of harassment, intimidation, bullying, or threatening behavior. Such policy shall provide options for the methods of control and discipline of the students and shall define standards of conduct to which students are expected to conform. The policy shall:

1. Specifically prohibit threatening behavior, harassment, intimidation, and bullying by students at school and by electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school;
2. Address prevention of and education about such behavior;
3. Establish a procedure for the investigation of all incidents of harassment, intimidation, bullying, or threatening behavior reported to school officials for the purpose of determining the severity of the incidents and their potential to result in future violence;
4. Establish a procedure whereby, upon completing an investigation pursuant to paragraph 3 of this subsection, a school may recommend that available community mental health care options be provided to the student, if appropriate; and
5. Establish a procedure whereby a school may request the disclosure of any information concerning students who have received mental health care pursuant to paragraph 4 of this subsection that indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information.

In developing the policy, the district board of education shall make an effort to involve the teachers, parents, and students affected. The students, teachers, and parents or guardian of every child residing within a school district shall be notified by the district board of education of its adoption of the policy and shall receive a copy upon request. Provided, the teacher of a child attending a public school shall have the same right as a parent or guardian to control and discipline such child according to district policies during the time the child is in attendance or in transit to or from the school or any other school function authorized by the school district or classroom presided over by the teacher.

B. Except concerning students on individualized education plans (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA), P.L. No. 101-476, the State Board of Education shall not have authority to prescribe student disciplinary policies for school districts or to proscribe corporal punishment in the public schools. The State Board of Education shall not have authority to require school districts to file student disciplinary action reports more often than once each year and shall not use disciplinary action reports in determining a school

district's or school site's eligibility for program assistance including competitive grants.

C. The board of education of each school district in this state shall have the option of adopting a dress code for students enrolled in the school district. The board of education of a school district shall also have the option of adopting a dress code which includes school uniforms.

D. The State Board of Education shall promulgate rules for monitoring school districts for compliance with this section and providing sanctions for noncompliance with this section.

Historical Data

Added by Laws 1971, HB 1155, c. 281, § 6-114, emerg. eff. July 2, 1971; Amended by Laws 1982, HB 1816, c. 326, § 2, eff. October 1, 1982; Amended by Laws 1985, HB 1466, c. 329, § 13, emerg. eff. July 30, 1985; Amended by Laws 1995, SB 291, c. 241, § 2, emerg. eff. July 1, 1995; Amended by Laws 1999, HB 1759, c. 320, § 34, emerg. eff. July 1, 1999 (superseded document available); Amended by Laws 2000, HB 2728, c. 232, § 11, emerg. eff. July 1, 2000 (superseded document available); Amended by Laws 2002, SB 993, c. 149, § 3, eff. November 1, 2002 (superseded document available); Renumbered from 70 O.S. § 6-114 by Laws 2002, SB 993, c. 149, § 5, eff. November 1, 2002; Amended by Laws 2008, SB 1941, c. 216, § 6, eff. November 1, 2008 (superseded document available).

Citationizer® Summary of Documents Citing This Document

Cite Name	Level
Oklahoma Supreme Court Cases	
Cite	Name
2007 OK 19, 157 P.3d 738.	HAGEN v. INDEP. SCHOOL DIST. NO. I-004
	Level
	Discussed at Length
Title 70. Schools	
Cite	Name
70 O.S. 6-114.	Renumbered as 70 O.S. § 24-100.4 by Laws 2002, SB 993, c. 149, § 5, eff. November 1, 2002
	Level
	Discussed

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Cite Name	Level
Title 70. Schools	
Cite	Name
70 O.S. 6-114.	Control and Discipline of Child.
	Level
	Cited
70 O.S. 6-114.	Renumbered as 70 O.S. § 24-100.4 by Laws 2002, SB 993, c. 149, § 5, eff. November 1, 2002
	Level
	Cited

RULE IMPACT STATEMENT
STATE DEPARTMENT OF EDUCATION

210:10-9-6 General Educational Development (GED) Testing Program

- a. **What is the purpose of the proposed rule change?** The purpose of the rule is to establish a GED computer-based testing fee. GED Testing Service is **requiring** all states to implement computer-based testing by 2013. GED paper-based testing will end in 2013. Additionally, implementation of the rule may increase access to GED testing, providing more Oklahomans with a GED diploma and the opportunity for a better job and admission to post-secondary education and training.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**
Individuals choosing to obtain a GED will be affected by the proposed rule change, as it offers an alternative to current testing.
- c. **What classes of persons will benefit from the proposed rule change?**
Individuals choosing to obtain a GED will benefit from the proposed rule change, as will testing centers offering exams.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?** There will be a fee assessed to cover implementation costs of the computer-based testing program.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?** Not applicable. However, The Department of Education receives no federal or state funds to administer the GED Testing Program. The rule change is necessary to cover the costs associated with administering the GED Testing Program.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?** Not applicable.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**
Not applicable.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**
No, as this proposed rule change implements a requirement of the GED Testing Service.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**
Not applicable.
- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**
Not applicable.

210:10-9-6. General educational development (GED) testing program

- (a) The Lifelong Learning Section of the State Department of Education has responsibility for directing the GED Testing Program in Oklahoma and for issuing high school diplomas to those who successfully complete the GED Tests.
- (b) An applicant shall be 18 years of age or older, except beginning August 1, 1995, persons having attained the age of 16, but who are not yet 18, must be permitted to take the GED Tests provided the applicant meets the residency requirements and submits along with the application to take the GED Tests, a notarized joint written agreement between the school administrator of the school district in which the applicant resides, and the parent, guardian, or custodian, stating that it has been determined that such action is in the best interest of the child and community.
- (c) An applicant shall be a resident of the State of Oklahoma.
- (d) The GED Tests shall be administered by one of the many local GED Testing Centers in Oklahoma approved by the GED Testing Service, Washington, D.C.
- (e) To become eligible to take the GED Tests, an application must be made to the Lifelong Learning Section of the State Department of Education online or through an approved local GED Testing Center. A fee will be charged by the local testing center at the time the tests are taken.
- (f) The State Department of Education will contract with an independent scoring service approved by the GED Testing Service for the scoring of GED Tests. The local GED Testing Centers shall send the test answer sheets to the contracted scoring service for scoring.
- (g) An applicant shall make the minimum score required for passing the GED Tests, as established by the GED Testing Service.
- (h) A high school diploma shall be awarded by the State Department of Education to those who make a passing score on the GED Tests. This credential certifies that the holder has shown evidence of general educational development equivalent to a high school education, as revealed by scores made on the GED Tests.
- (i) The Lifelong Learning Section will collect a \$10 fee for processing the initial application for GED Testing and the original GED Diploma. This fee is in addition to the fees required by the GED Testing Service for first-time test takers and the scoring fee. Payment will be in the form of a school or institution check.
- (j) The Lifelong Learning Section will collect a fee of \$5 to score and process the writing test; a fee of \$5 to score and process one or more of the science, social studies, reading, or math tests; and a fee of \$10 to score and process a combination of the writing test plus one or more of the other four tests.
- (k) The Lifelong Learning Section will require a fee of \$20 for a duplicate GED Diploma with transcript and a fee of \$10 for an official GED transcript.
- (l) Only scores from the 2002 GED Tests will count toward earning a GED Diploma from January 1, 2002, forward.
- (m) The Lifelong Learning Section will collect a \$25 fee from the local GED Testing Center for processing a form repeat error. The local GED Testing Center may not collect this fee from the test-taker for whom the error occurred since this is an administrative error.
- (n) Beginning September 1, 2012, GED Testing Centers in Oklahoma may begin offering a computer-based GED test.
- (o) The Lifelong Learning Section will collect a four dollar (\$4) administration fee for each computer-based delivered content area test. This fee is in addition to the computer-based delivery fee for each content area test required by the GED Testing Service.

(p) By January 1, 2014, every GED Testing Center in Oklahoma shall have fully implemented a computer-based testing program.



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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article III - State Department of Education

Section 3-110 - Creation of Adult Education Revolving Fund

§ 3-110 . Creation of Adult Education Revolving Fund

Cite as: O.S. §, ___

There is hereby created in the State Treasury a revolving fund for the State Board of Education, to be designated the "Adult Education Revolving Fund". The fund shall consist of fees paid to the Board for the scoring of the writing component portion of the General Education Development test as administered by the Board pursuant to law. The revolving fund shall be a continuing fund, not subject to fiscal year limitations, and shall be under the control and management of the administrative authority of the State Board of Education. Expenditures from said fund shall be made to maintain the General Education Development testing process and for the scoring of the writing component of said test. Warrants for expenditure shall be drawn by the State Treasurer on claims by an authorized employee of the State Board of Education and approved by the Director of State Finance.

Historical Data

Laws 1987, c. 204, § 127, operative July 1, 1987.

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Cite Name Level
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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article III - State Department of Education

Section 3-104 - State Board of Education - Powers and Duties

§ 3-104 . State Board of Education - Powers and Duties

Cite as: 70 O.S. § 3-104 (OSCN 2012)

The supervision of the public school system of Oklahoma shall be vested in the State Board of Education and, subject to limitations otherwise provided by law, the State Board of Education shall:

1. Adopt policies and make rules for the operation of the public school system of the state;
2. Appoint, prescribe the duties and fix the compensation of a secretary, an attorney and all other personnel necessary for the proper performance of the functions of the State Board of Education. The secretary shall not be a member of the Board;
3. Submit to the Governor a departmental budget based upon major functions of the Department as prepared by the State Superintendent of Public Instruction and supported by detailed data on needs and proposed operations as partially determined by the budgetary needs of local school districts filed with the State Board of Education for the ensuing fiscal year. Appropriations therefor shall be made in lump-sum form for each major item in the budget as follows:
 - a. State Aid to schools,
 - b. the supervision of all other functions of general and special education including general control, free textbooks, school lunch, Indian education and all other functions of the Board and an amount sufficient to adequately staff and administer these services, and
 - c. the Board shall determine the details by which the budget and the appropriations are administered. Annually, the Board shall make preparations to consolidate all of the functions of the Department in such a way that the budget can be based on two items, administration and aid to schools. A maximum amount for administration shall be designated as a part of the total appropriation;
4. On the first day of December preceding each regular session of the Legislature, prepare and deliver to the Governor and the Legislature a report for the year ending June 30 immediately preceding the regular session of the Legislature. The report shall contain:
 - a. detailed statistics and other information concerning enrollment, attendance, expenditures including State Aid, and other pertinent data for all public schools in this state,
 - b. reports from each and every division within the State Department of Education as submitted by the State Superintendent of Public Instruction and any other division, department, institution or other agency under the supervision of the Board,

- c. recommendations for the improvement of the public school system of the state,
 - d. a statement of the receipts and expenditures of the State Board of Education for the past year, and
 - e. a statement of plans and recommendations for the management and improvement of public schools and such other information relating to the educational interests of the state as may be deemed necessary and desirable;
5. Provide for the formulation and adoption of curricula, courses of study and other instructional aids necessary for the adequate instruction of pupils in the public schools;
6. Have authority in matters pertaining to the licensure and certification of persons for instructional, supervisory and administrative positions and services in the public schools of the state subject to the provisions of Section 6-184 of this title, and shall formulate rules governing the issuance and revocation of certificates for superintendents of schools, principals, supervisors, librarians, clerical employees, school nurses, school bus drivers, visiting teachers, classroom teachers and for other personnel performing instructional, administrative and supervisory services, but not including members of boards of education and other employees who do not work directly with pupils, and may charge and collect reasonable fees for the issuance of such certificates:
- a. the State Department of Education shall not issue a certificate to and shall revoke the certificate of any person who has been convicted, whether upon a verdict or plea of guilty or upon a plea of nolo contendere, or received a suspended sentence or any probationary term for a crime or an attempt to commit a crime provided for in Section 843.5 of Title 21 of the Oklahoma Statutes if the offense involved sexual abuse or sexual exploitation as those terms are defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes, Sections 741, 843.1, if the offense included sexual abuse or sexual exploitation, 865 et seq., 885, 888, 891, 1021, 1021.2, 1021.3, 1040.13a, 1087, 1088, 1111.1, 1114 or 1123 of Title 21 of the Oklahoma Statutes or who enters this state and who has been convicted, received a suspended sentence or received a deferred judgement for a crime or attempted crime which, if committed or attempted in this state, would be a crime or an attempt to commit a crime provided for in any of said laws,
 - b. all funds collected by the State Department of Education for the issuance of certificates to instructional, supervisory and administrative personnel in the public schools of the state shall be deposited in the "Teachers' Certificate Fund" in the State Treasury and may be expended by the State Board of Education to finance the activities of the State Department of Education necessary to administer the program, for consultative services, publication costs, actual and necessary travel expenses as provided in the State Travel Reimbursement Act incurred by persons performing research work, and other expenses found necessary by the State Board of Education for the improvement of the preparation and certification of teachers in Oklahoma. Provided, any unobligated balance in the Teachers' Certificate Fund in excess of Ten Thousand Dollars (\$10,000.00) on June 30 of any fiscal year shall be transferred to the General Revenue Fund of the State of Oklahoma. Until July 1, 1997, the State Board of Education shall have authority for approval of teacher education programs. The State Board of Education shall also have authority for the administration of teacher residency and professional development, subject to the provisions of the Oklahoma Teacher Preparation Act;
7. Promulgate rules governing the classification, inspection, supervision and accrediting of all public nursery, kindergarten, elementary and secondary schools and on-site educational services provided by public school districts or state-accredited private schools in partial hospitalization programs, day treatment programs, and day hospital programs as defined in this act for persons between the ages of three (3) and twenty-one (21) years of age in the state. However, no school shall be denied accreditation solely on the basis of average daily attendance.

Any school district which maintains an elementary school and faces the necessity of relocating its school facilities because of construction of a lake, either by state or federal authority, which will inundate the school facilities, shall be entitled to receive probationary accreditation from the State Board of Education for a period of five (5) years after the effective date of this act and any school district, otherwise qualified, shall be entitled to receive probationary accreditation from the State Board of Education for a period of two (2) consecutive years to attain the minimum average daily attendance. The Head Start and public nurseries or kindergartens operated from Community Action Program funds shall not be subjected to the accrediting rules of the State Board of Education. Neither will the State Board of Education make rules affecting the operation of the public nurseries and kindergartens operated from federal funds secured through Community Action Programs even though they may be operating in the public schools of the state. However, any of the Head Start or public nurseries or

kindergartens operated under federal regulations may make application for accrediting from the State Board of Education but will be accredited only if application for the approval of the programs is made. The status of no school district shall be changed which will reduce it to a lower classification until due notice has been given to the proper authorities thereof and an opportunity given to correct the conditions which otherwise would be the cause of such reduction.

Private and parochial schools may be accredited and classified in like manner as public schools or, if an accrediting association is approved by the State Board of Education, by procedures established by the State Board of Education to accept accreditation by such accrediting association, if application is made to the State Board of Education for such accrediting;

8. Be the legal agent of the State of Oklahoma to accept, in its discretion, the provisions of any Act of Congress appropriating or apportioning funds which are now, or may hereafter be, provided for use in connection with any phase of the system of public education in Oklahoma. It shall prescribe such rules as it finds necessary to provide for the proper distribution of such funds in accordance with the state and federal laws;

9. Be and is specifically hereby designated as the agency of this state to cooperate and deal with any officer, board or authority of the United States Government under any law of the United States which may require or recommend cooperation with any state board having charge of the administration of public schools unless otherwise provided by law;

10. Be and is hereby designated as the "State Educational Agency" referred to in Public Law 396 of the 79th Congress of the United States, which law states that said act may be cited as the "National School Lunch Act", and said State Board of Education is hereby authorized and directed to accept the terms and provisions of said act and to enter into such agreements, not in conflict with the Constitution of Oklahoma or the Constitution and Statutes of the United States, as may be necessary or appropriate to secure for the State of Oklahoma the benefits of the school lunch program established and referred to in said act;

11. Have authority to secure and administer the benefits of the National School Lunch Act, Public Law 396 of the 79th Congress of the United States, in the State of Oklahoma and is hereby authorized to employ or appoint and fix the compensation of such additional officers or employees and to incur such expenses as may be necessary for the accomplishment of the above purpose, administer the distribution of any state funds appropriated by the Legislature required as federal matching to reimburse on children's meals;

12. Accept and provide for the administration of any land, money, buildings, gifts, donation or other things of value which may be offered or bequeathed to the schools under the supervision or control of said Board;

13. Have authority to require persons having administrative control of all school districts in Oklahoma to make such regular and special reports regarding the activities of the schools in said districts as the Board may deem needful for the proper exercise of its duties and functions. Such authority shall include the right of the State Board of Education to withhold all state funds under its control, to withhold official recognition, including accrediting, until such required reports have been filed and accepted in the office of said Board and to revoke the certificates of persons failing or refusing to make such reports;

14. Have general supervision of the school lunch program. The State Board of Education may sponsor workshops for personnel and participants in the school lunch program and may develop, print and distribute free of charge or sell any materials, books and bulletins to be used in such school lunch programs. There is hereby created in the State Treasury a revolving fund for the Board, to be designated the School Lunch Workshop Revolving Fund. The fund shall consist of all fees derived from or on behalf of any participant in any such workshop sponsored by the State Board of Education, or from the sale of any materials, books and bulletins, and such funds shall be disbursed for expenses of such workshops and for developing, printing and distributing of such materials, books and bulletins relating to the school lunch program. The fund shall be administered in accordance with the Revolving Fund Procedures Act;

15. Prescribe all forms for school district and county officers to report to the State Board of Education where required. The State Board of Education shall also prescribe a list of appropriation accounts by which the funds of school districts shall be budgeted, accounted for and expended; and it shall be the duty of the State Auditor and Inspector in prescribing all budgeting, accounting and reporting forms for school funds to conform to such lists;

16. Provide for the establishment of a uniform system of pupil and personnel accounting, records and reports;
17. Have authority to provide for the health and safety of school children and school personnel while under the jurisdiction of school authorities;
18. Provide for the supervision of the transportation of pupils;
19. Have authority, upon request of the local school board, to act in behalf of the public schools of the state in the purchase of transportation equipment;
20. Have authority and is hereby required to perform all duties necessary to the administration of the public school system in Oklahoma as specified in the Oklahoma School Code; and, in addition thereto, those duties not specifically mentioned herein if not delegated by law to any other agency or official;
21. Administer the State Public Common School Building Equalization Fund established by Section 32 of Article X of the Oklahoma Constitution. Any royalties, bonuses, rentals or other monies derived from oil and gas and all other mineral leases on lands that have been or may be granted by the United States to the state for the use and benefit of the common schools, or lands that are or may be held by the Commissioners of the Land Office for the use and benefit of the common schools, the proceeds of the sale of easements, improvements and sand and gravel on any such lands, any monies as may be appropriated or designated by the Legislature, other than ad valorem taxes, any other funds identified by the State Department of Education, which may include, but not be limited to, grants-in-aid from the federal government for building purposes, the proceeds of all property that shall fall to the state by escheat, penalties for unlawful holding of real estate by corporations, and capital gains on assets of the permanent school funds, shall be deposited in the State Public Common School Building Equalization Fund. The fund shall be used to aid school districts in acquiring buildings, subject to the limitations fixed by Section 32 of Article X of the Oklahoma Constitution. It is hereby declared that the term "acquiring buildings" as used in Section 32 of Article X of the Oklahoma Constitution shall mean acquiring or improving school sites, constructing, repairing, remodeling or equipping buildings, or acquiring school furniture, fixtures, or equipment. If sufficient monies are available in the fund, the Board shall solicit proposals for grants from school districts and shall determine the process for consideration of proposals. Grants shall be awarded only to school districts which have a total assessed property valuation per average daily membership that is less than the state average total assessed property valuation per average daily membership and, at the time of application, the district has voted the five-mill building fund levy authorized in Section 10 of Article X of the Oklahoma Constitution, and has voted indebtedness through the issuance of new bonds for at least eighty-five percent (85%) within the last three (3) years of the maximum allowable pursuant to the provisions of Section 26 of Article X of the Oklahoma Constitution as shown on the school district budget filed with the State Board of Equalization for the current school year and certifications by the Attorney General prior to April 1 of the school year. The amount of each grant awarded by the Board each year shall not exceed One Million Dollars (\$1,000,000.00). The Board shall give priority consideration to school districts which have a total assessed property valuation per average daily membership that is equal to or less than twenty-five percent (25%) of the state average total assessed property valuation per average daily membership. The Board is authorized to prorate grants awarded if monies are not sufficient in the fund to award grants to qualified districts. The State Board of Education shall prescribe rules for making grants of aid from, and for otherwise administering, the fund pursuant to the provisions of this paragraph, and may employ and fix the duties and compensation of technicians, aides, clerks, stenographers, attorneys and other personnel deemed necessary to carry out the provisions of this paragraph. The cost of administering the fund shall be paid from monies appropriated to the State Board of Education for the operation of the State Department of Education;
22. Recognize that the Director of the Oklahoma Department of Corrections shall be the administrative authority for the schools which are maintained in the state reformatories and shall appoint the principals and teachers in such schools. Provided, that rules of the State Board of Education for the classification, inspection and accreditation of public schools shall be applicable to such schools; and such schools shall comply with standards set by the State Board of Education;
23. Have authority to administer a revolving fund which is hereby created in the State Treasury, to be designated the Statistical Services Revolving Fund. The fund shall consist of all monies received from the various school districts of the state, the United States Government, and other sources for the purpose of furnishing or financing statistical services and for any other purpose as designated by the Legislature. The State Board of Education is hereby authorized to enter into agreements with school districts, municipalities, the United States Government,

foundations and other agencies or individuals for services, programs or research projects. The Statistical Services Revolving Fund shall be administered in accordance with the Revolving Fund Procedures Act, Section 155 et seq. of Title 62 of the Oklahoma Statutes; and

24. Have authority to review preliminary plans for new construction and major alteration of public school buildings where structural changes are proposed. No bids shall be let for the construction or major alteration of any public school building until preliminary plans and specifications for such construction or alteration have been submitted to and reviewed by the State Department of Education. The period of time during which such review is conducted by the State Department of Education shall not exceed thirty (30) days. The State Department of Education shall advise each local school district regarding said review of preliminary plans and specifications. Provided, nothing in this subsection shall be construed as repealing any ordinance or building code of any city, town or county.

Historical Data

Added by Laws 1971, HB 1155, c. 281, § 3-104, emerg. eff. July 2, 1971; Amended by Laws 1972, SB 385, c. 241, § 1, emerg. eff. April 7, 1972; Amended by Laws 1973, HB 1219, c. 17, § 1, emerg. eff. March 27, 1973; Amended by Laws 1973, SB 115, c. 46, § 6, emerg. eff. July 1, 1973; Amended by Laws 1974, HB 1649, c. 146, § 1; Amended by Laws 1975, HB 1227, c. 344, § 1; Amended by Laws 1978, SB 498, c. 85, § 1, eff. January 8, 1979; Amended by Laws 1982, c. 369, § 1, eff. October 1, 1982; Amended by Laws 1984, SB 368, c. 296, § 42, emerg. eff. July 1, 1984; Amended by Laws 1985, HB 1276, c. 13, § 1, eff. November 1, 1985; Amended by Laws 1986, HB 2032, c. 105, § 2, emerg. eff. April 5, 1986; Amended by Laws 1991, HB 1683, c. 240, § 1, eff. September 1, 1991; Amended by Laws 1993, c. 239, § 21 (repealed by Laws 1994, c. 2, § 34, emerg. eff. March 2, 1994); Amended by Laws 1993, HB 1383, c. 361, § 1, emerg. eff. June 11, 1993; Amended by Laws 1994, HB 2299, c. 2, § 26, emerg. eff. March 2, 1994; Amended by Laws 1994, SB 1188, c. 378, § 1, emerg. eff. July 1, 1994; Amended by Laws 1994, SB 1155, c. 344, § 1 (repealed by Laws 1995, HB 1012, c. 1, § 40, emerg. eff. March 2, 1995); Amended by Laws 1995, HB 1012, c. 1, § 25, emerg. eff. March 2, 1995; Amended by Laws 1995, SB 479, c. 226, § 1, emerg. eff. July 1, 1995; Amended by Laws 1995, HB 1549, c. 322, § 23, emerg. eff. July 1, 1995; Amended by Laws 1998, HB 3213, c. 246, § 32, eff. November 1, 1998 (superseded document available); Amended by Laws 1999, HB 1390, c. 336, § 5, eff. November 1, 1999 (superseded document available); Amended by Laws 2009, HB 2029, c. 234, § 155, emerg. eff. May 21, 2009 (repealed by Laws 2010, SB 2113, c. 2, § 74, emerg. eff. March 3, 2010) (superseded document available); Amended by Laws 2009, SB 1169, c. 448, § 1, eff. November 1, 2009 (superseded document available); Amended by Laws 2010, SB 2113, c. 2, § 73, emerg. eff. March 3, 2010 (superseded document available); Amended by Laws 2011, HB 2139, c. 31, § 4 (superseded document available).

Citationizer® Summary of Documents Citing This Document

Cite Name	Level
Oklahoma Attorney General's Opinions	
Cite	Name
<u>2006 OK AG 27.</u>	<u>Question Submitted by: The Honorable Bill Nations, State Representative, District 44</u>
	Level
<u>1981 OK AG 11.</u>	<u>Question Submitted by: The Honorable Helen Arnold, Oklahoma House of Representatives</u>
	Cited
<u>1981 OK AG 118.</u>	<u>Question Submitted by: The Honorable Bill Lancaster, Oklahoma House of Representatives</u>
	Cited
<u>1983 OK AG 133.</u>	<u>Question Submitted by: The Honorable Lonnie L. Abbott, Oklahoma House of Representatives, The Honorable Leslie Fisher, Ed.D., State Superintendent, Department of Education</u>
	Cited
<u>1983 OK AG 5.</u>	<u>Question Submitted by: The Honorable Steve Sill, Oklahoma House of Representatives</u>
	Cited
<u>1984 OK AG 138.</u>	<u>Question Submitted by: The Honorable Don Johnson, Oklahoma House of Representatives</u>
	Discussed
<u>1984 OK AG 14.</u>	<u>Question Submitted by: The Honorable George Nigh, Governor of Oklahoma</u>
	Discussed at Length
<u>1984 OK AG 164.</u>	<u>Question Submitted by: Dr. John M. Folks, State Superintendent, Oklahoma State Department of Education</u>
	Discussed at Length
<u>1991 OK AG 3.</u>	<u>Question Submitted by: Ms. Sandy Garrett, State Superintendent of Public Instruction</u>
	Discussed

RULE IMPACT STATEMENT: A-F RULES

STATE DEPARTMENT OF EDUCATION

Title 210: 10-13-22

- a. **What is the purpose of the proposed rule change?**
Proposed rules implement new law, as enacted through H.B. 1456, which establishes an “A” through “F” grading system for certain public schools and school districts. Rules define and clarify criteria which relate to each letter grade, establish guidelines for the issuance of school report cards, and address information regarding school improvement.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**
Students, parents, communities, and school districts will be affected by the rules. The rules provide an assessment of school district performance, as required by law. School districts may incur minimal costs as a result of reporting and/or data collection.
- c. **What classes of persons will benefit from the proposed rule change?**
Students, parents, communities, and school districts will benefit from the proposed rule change. The rules provide an assessment of school district performance, as required by law.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**
School districts may incur minimal costs as a result of reporting and/or data collection.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**
The agency may incur minimal costs as a result of data collection and internal informational systems development.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**
School districts may incur minimal costs as a result of reporting and/or data collection.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**
Not applicable.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**
No, as the rules implement statutory requirements of 70 O.S. § 1210.545.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**
Not applicable.
- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**
Not applicable.

210: 10-13-22. Implementation of a System of School Improvement and Accountability

(a) Purpose. Accountability for student learning is the key focus of school improvement. Results from the statewide assessment program shall form the basis of the system of school improvement and accountability. Student achievement data from the State's annual standardized assessments in grades three (3) through eight (8) and end-of-instruction tests administered under Section 1210.508 of Title 70 shall be used to establish both proficiency levels and annual progress for individual students, schools, school districts, and the State. Results shall further be used as the primary criteria in calculating school performance grades as specified in subsection (f) of this rule and shall be annually reported. Results may further be used by the Legislature in calculating any performance-based funding policy that is provided to public school districts. The statewide assessment program shall be used to measure the annual learning gains of each student toward achievement of the State standards appropriate for the student's grade level and to inform parents of the educational progress of their public school children.

(b) Implementation. The A-F school accountability system will be implemented in the year 2012, based on data from the 2011-2012 school year, and shall be reported annually thereafter. The school accountability system will be considered to be fully implemented with the following accountability elements:

(1) Designation of school performance grades shall be based on a combination of the following:

(A) Thirty-three percent (33%) on student test scores, based on the Oklahoma School Testing Program assessments in grades three (3) through twelve (12);

(B) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests;

(C) Seventeen percent (17%) on annual student learning gains as measured by the State's annual standardized assessments in reading and mathematics in grades three (3) through eight (8); and Algebra I and English II end-of-instruction tests for the lowest twenty-five percent (25%) of students in the school, unless the students so designated are exhibiting satisfactory performance;

(D) Thirty-three percent (33%) on whole school improvement, based on the factors listed in sub-section (f)(4) of this rule.

(2) Schools shall earn individual performance grades measuring the individual criteria listed in sub-sections (b)(1) and (f) of this rule. Additionally, schools shall earn an overall performance grade based on a combination of the criteria listed in sub-section (b)(1) and (f) of this rule.

(3) To ensure that student data accurately represent school performance, schools shall be required to assess at least ninety-five percent (95%) of their eligible students to earn a school performance grade. Failure to assess at least ninety-five percent (95%) of eligible students will result in a letter grade reduction in the school's overall school performance grade. Schools assessing less than ninety percent (90%) of eligible students will result in the school earning an overall performance grade of F.

(c) School Accountability for Student Performance. All schools shall be accountable for performance. Each school is accountable for the performance of its entire student population. Student achievement data from the State's annual standardized assessment and end-of-instruction tests administered in this State shall be used to measure a school's student performance for the subject areas of reading, mathematics, social studies, science and writing.

(d) Reporting Student Achievement Data for School Accountability. Student achievement data shall be reported for all students in a school. Each year, reports of achievement data for all students shall be prepared for each school, each district, and the State.

(1) The scores will be computed from the number of eligible students enrolled for the full academic

year in the school and taking the State's annual standardized assessments and end-of-instruction tests.
(2) All students, regardless of disability or limited English proficiency classification, with valid state standardized assessment scores in reading and math in both the current year and the previous year are included in paragraphs (f)(2) and (f)(3) of this rule regarding the determination of student learning gains. In addition, the inclusion of these students shall be applied to sub-section (b)(3) of this rule, regarding the percent tested. Current and prior-year reading and math scores for students with disabilities assessed on the State's annual standardized alternate assessment shall be included in the determination of test scores, including achievement and gains addressed in sub-sections (f)(1) and (f)(4) of this rule.

(3) The Superintendent of Public Instruction is authorized to designate a single school performance grade for schools that serve multiple levels: elementary and/or middle and/or high school grade levels.

(4) The State Department of Education will verify that each school is appropriately classified by type before the issuance of school grades. School type is defined as the school level designation of a school based on the grade levels served: elementary, middle, high, or a combination across levels.

(e) School Performance Grades. The measure of school accountability shall be the school performance grade. The Oklahoma State Board of Education is authorized to designate a school performance grade for each school that:

(1) Has at least ten (10) eligible students with valid state standardized assessment scores and end-of-instruction tests in reading in both the current and the previous years, and

(2) Has at least ten (10) eligible students with valid state standardized assessment scores in math in the current and previous years and end-of-instruction tests. Performance designations shall be made using School Performance Grades A, B, C, D, and F. School performance grades shall be based on the assessments and criteria as specified in subsection (f) of this rule. The Superintendent of Public Instruction is authorized to establish and adjust appropriate achievement level criteria to the extent allowed by law for submission to the State Board of Education for final approval.

(f) Criteria for Designating School Performance Grades. School performance grades shall be based on a combination of the four components outlined in sub-section (b)(1) of this rule: (1) student achievement scores; (2) annual learning gains; (3) improvement of the lowest twenty-five percent (25%); and (4) whole school improvement.

(1) Student achievement scores are represented through a performance index, aggregated for each school, calculated based on all state standardized assessments and end-of-instruction tests collectively, and by each subject area. A point value shall be given to each exam based on proficiency score. Points shall be summed and divided by the number of exams administered.

(A) Points shall be assigned based on the following criteria:

(i) Unsatisfactory = 0

(ii) Limited Knowledge = 0

(iii) Proficient = 1.0

(iv) Advanced = 1.2

(B) A letter grade shall be earned based on the following criteria:

(i) 90 or Above = A

(ii) 80 – 89 = B

(iii) 70 – 79 = C

(iv) 60 – 69 = D

(v) 59 or Below = F

(2) Annual learning gains are represented through a growth index, aggregated for each school.

(A) This calculation represents the number of students who have:

(i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous year to the next; or

(ii) Maintained their proficient or satisfactory achievement level on the state standardized assessment of state standardized alternate assesment, as applicable, from the previous year to the next.

(B) The growth index shall be calculated based on improved state standardized assessments and end-of-instruction tests performance from the previous year to the next. The growth index shall be calculated by subject-matter and by assigning a point value to the change in proficiency score from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only students for which comparative test scores exist. Points shall be assigned based on the following criteria:

(i) Change from Unsatisfactory to Limited Knowledge = 1.0

(ii) Change from Unsatisfactory to Proficient = 2.0

(iii) Change from Unsatisfactory to Advanced = 3.0

(iv) Change from Limited Knowledge to Proficient = 1.0

(v) Change from Limited Knowledge to Advanced = 2.0

(vi) Remain Proficient or Above from Year 1 to Year 2 = 1.0

(C) A letter grade shall be earned based on the following criteria:

(i) 90 or Above = A

(ii) 80 – 89 = B

(iii) 70 – 79 = C

(iv) 60 – 69 = D

(v) 59 or Below = F

(3) Improvement of the lowest twenty-five percent (25%) of students in reading and math shall be aggregated unless the students in this category are exhibiting satisfactory performance, as defined by scoring Satisfactory, Proficient or Advanced. The score shall be calculated in whole and by subject-matter by assigning points for a positive change in proficiency score from the previous year to the next or by a positive change in Oklahoma Performance Index (OPI) score that meets or exceeds the State's average growth.

(A) This calculation represents the number of students who have:

(i) Improved their state standardized assessment achievement level or state standardized alternative assessment achievement level, as applicable, from the previous year to the next; or

(ii) Remained within a not proficient achievement level, but who demonstrated state average growth.

(B) The score shall be based on improved state standardized assessments and end-of-instruction tests performance from the previous year to the next. Points based on student gains shall be summed and divided by the number of exams administered, and shall include only students for which comparative test scores exist. The growth of the lowest twenty-five percent (25%) shall be calculated based on the following criteria:

(i) Change from Unsatisfactory to Limited Knowledge = 1.0

(ii) Change from Unsatisfactory to Proficient = 2.0

(iii) Change from Unsatisfactory to Advanced = 3.0

(iv) Change from Limited Knowledge to Proficient = 1.0

(v) Change from Limited Knowledge to Advanced = 2.0

(vi) Meets or Exceeds State Average Growth = 1.0

(C) A letter grade shall be earned based on the following criteria:

(i) 90 or Above = A

(ii) 80 – 89 = B

(iii) 70 – 79 = C

(iv) 60 – 69 = D

(v) 59 or Below = F

(4) The criteria listed in sub-sections (4)(A) and (4)(B) shall be used to calculate whole school improvement for high schools, middle schools, and elementary grade schools. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula and the projected availability of valid data used for computing whole school improvement.

(A) For schools comprised of high school grades, the whole school improvement grade shall include:

(i) Four-year high school graduation rate. For this component, a letter grade shall be earned based on the calculation of a graduation rate, only including students counted as on-time graduates.

(a) 90% - 100% = A

(b) 80% – 89% = B

(c) 70% – 79% = C

(d) 60% – 69% = D

(e) 59% or Below = F

(ii) Participation in accelerated coursework. Participation in accelerated coursework, is defined as participation in Advanced Placement (AP) courses, International Baccalaureate (IB) programs, dual enrollment, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, participation shall be calculated for the school year by dividing a count of accelerated coursework participants in grades nine (9) through twelve (12) (numerator) by the count of all students enrolled in grades eleven (11) and twelve (12) (denominator). For AP, IB, and AICE participation, a student shall be counted in the numerator if he or she has taken the applicable subject area examination (i.e., the AP, IB, or AICE subject area examination). For dual enrollment courses and industry certification courses, a student must earn a passing grade in the course in order to be counted as a participant. A letter grade for accelerated coursework shall be earned based on percentage of participation:

(a) 80% - 100% = A

(b) 65% – 79% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(iii) Performance in Advanced Placement (AP) and International Baccalaureate (IB). For this component, a letter grade shall be earned based on the percent of students scoring a three (3) or better on the AP exams, or a four (4) or better on IB exams:

(a) 80% - 100% = A

(b) 65% – 79% = B

(c) 50% – 64% = C

(d) 30% – 49% = D

(e) 29% or Below = F

(iv) Performance in dual enrollment, Advanced International Certificate of Education (AICE), and industry certification courses. For this component, the denominator of the performance calculation shall include all students in grades nine (9) through twelve (12) who took an accelerated course or subject area examination during the academic year. AICE successful completion is defined as earning a "C" or higher and being awarded credit for specific postsecondary course(s). For dual enrollment, successful completion is defined as a passing grade of "C" or higher in a dual enrollment course for college credit. For industry certification, successful completion is defined as passing an industry certification examination. Schools can earn additional successful completions for students who achieve industry certifications that result in credit for more than one (1) college course through statewide articulation agreements. A letter grade shall be earned based on the percentage of students enrolled in these programs who meet the criteria listed above:

(a) 90% - 100% = A

(b) 80% - 89% = B

(c) 70% - 79% = C

(d) 60% - 69% = D

(e) 59% or Below = F

(v) ACT and SAT participation. For this component, schools will earn a grade based on the calculated percent of students taking the ACT or SAT. The percent is calculated by dividing the number of ACT tests in the current year divided by the number of students enrolled in grade twelve (12). Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. A letter grade for ACT and SAT participation shall be earned based on the following criteria:

(a) 80% - 100% = A

(b) 65% - 79% = B

(c) 50% - 64% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(vi) ACT and SAT performance. For this component, schools will earn a grade based on the percentage of students scoring an ACT composite score of 20 or greater, or an SAT score of 1410 or greater. Students will be counted one time for each test examination, regardless of the number of times the ACT and SAT are taken. A letter grade for ACT and SAT performance shall be earned based on the following criteria:

(a) 80% - 100% = A

(b) 65% - 79% = B

(c) 50% - 64% = C

(d) 30% - 49% = D

(e) 29% or Below = F

(vii) High school graduation rate of eighth (8th) graders. For this component, schools shall earn a grade based on the the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth (8th) grade reading or mathematics criterion reference test. For this component, schools shall earn a grade based on the calculation of a graduation rate of this population of eighth (8th) graders, only including students counted as on-time graduates.

(a) 85% - 100% = A

(b) 75% - 84% = B

- (c) 65% – 74% = C
- (d) 55% – 64% = D
- (e) 54% or Below = F

(viii) Graduation rate, including students taking four (4) or more years to graduate. For this component, schools shall earn a grade based on the calculation of a graduation rate to include all graduates regardless of the amount of time required to meet graduation requirements.

- (a) 90% - 100% = A
- (b) 80% – 89% = B
- (c) 70% – 79% = C
- (d) 60% – 69% = D
- (e) 59% or Below = F

(B) For schools comprised of middle school grades and elementary school grades, the whole school improvement grade shall include:

(i) The percentage of students who are taking higher level coursework at a satisfactory or higher level in middle school. For this component, schools shall earn a grade based on the percentage of students taking traditional high school courses in the middle school grades, traditional middle school courses in the elementary school grades, pre-Advanced Placement courses, or other advanced coursework in a traditional classroom or in a virtual environment who score at a satisfactory level or higher on the corresponding state standardized assessment. A letter grade will be earned based on the percentage of students in the school who are taking higher level coursework, based on the following criteria:

- (a) 30% or Higher = A
- (b) 25% – 29% = B
- (c) 20% – 24% = C
- (d) 15% – 19% = D
- (e) 14% or Below = F

(ii) Attendance. For this component, schools will earn a grade for the level of student attendance based on the calculation of a student attendance rate. This rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). ADA is calculated by dividing the total number of days students were present by the number of days in the school calendar. ADM is calculated by dividing the total number of days students were enrollment in school by the number of days in the school calendar. A letter grade for attendance will be earned based on the following criteria.

- (a) 94% - 100% = A
- (b) 92% – 93% = B
- (c) 90% – 91% = C
- (d) 88% – 89% = D
- (e) 87% or Below = F

(iii) Dropout rate. For this component, schools shall earn a grade based on the annual number of students reported as dropouts to the Oklahoma State Department of Education on the Annual Dropout Report. A letter grade for dropout rate will be earned based on the following scale:

- (a) 0% - 0.9% = A
- (b) 1% – 1.9% = B
- (c) 2% – 2.9% = C

(d) 3% – 3.9% = D

(e) 4% or More = F

(g) In addition to the criteria listed in sub-section (f)(4) of this rule, schools may earn additional points that will be factored into the school's whole school improvement grade. Annually, the Oklahoma State Department of Education shall publish technical assistance specifically detailing the weighted formula used for computing additional points into the whole school improvement grade. Additional points may be earned and factored into the whole school improvement grade based on the following school improvement factors:

(1) School climate indicators. For this component, schools shall earn points based on the results of the Oklahoma School Climate Survey, which should be made available to all faculty, parents, and students. The Oklahoma School Climate Survey must be completed by at least ninety percent (90%) of faculty, twenty percent (20%) of students, and ten percent (10%) of parents in the school. The survey shall be administered online and results submitted directly to the Oklahoma State Department of Education.

(2) Parent and community engagement factors. For this component, schools shall earn additional points based on the number of volunteer hours performed during the school year by parents or community members.

(3) College preparatory coursework. For this component, high schools serving students in grades nine (9) through twelve (12) shall earn points based on the percentage of students completing the State's college and career preparatory curriculum. This shall be calculated based on a sum of all students, in grades nine (9) through twelve (12), enrolled in college preparatory coursework divided by the total number of students enrolled in the school in grades nine (9) through twelve (12).

(4) College remediation. For this component, a college remediation rate shall be calculated by dividing the unduplicated count of students needing remediation in reading, English, math, or science by the total number of the students attending an Oklahoma college or university.

(h) School Performance Grading Scale. The School Performance Grade shall be based on a combination of the factors outlined in sub-section (b)(1) of this rule and detailed in sub-section (f) of this rule. Thirty-three percent (33%) shall be based on student test scores; seventeen percent (17%) on student learning gains; seventeen percent (17%) on improvement of the lowest twenty-five percent (25%) of students in the school in reading and mathematics; and thirty-three percent (33%) on whole school improvement. Letter grades will be converted based on the following point distribution: A's will be converted to 4 points; B's will be converted to 3 points; C's will be converted to 2 points; D's will be converted to 1 point; and F's will be converted to 0 points. The grades for each factor described in sub-section (b)(1) will be averaged to compute an overall grade.

(1) A grade point average of 3.75- 4.0 shall be required for a School Performance Grade of A.

(2) A grade point average of 2.75- 3.74 shall be required for a School Performance Grade of B.

(3) A grade point average of 1.75- 2.74 shall be required for a School Performance Grade of C.

(4) A grade point average of 0.75- 1.74 shall be required for a School Performance Grade of D.

(5) If a school's grade point average is lower than 0.74, it shall be assigned a School Performance Grade of F.

(i) Accuracy and Representativeness of Performance Data. The Oklahoma State Department of Education shall review all information submitted by school districts to represent the performance of schools receiving a school performance grade.

(1) Each school district superintendent shall designate a school accountability contact person to be responsible for verifying accuracy of data.

(2) The Superintendent of Public Instruction shall withhold the designation of a school's performance grade if he or she determines that the performance data does not accurately represent the progress of

the school.

(A) Circumstances under which a school's performance data may be considered to not accurately represent the progress of the school include:

(i) Less than ninety-five percent (95%) of the school's student population eligible for inclusion in the designation of the school's performance grade was assessed.

(ii) Circumstances identified before, during, or following the administration of any state assessment where the validity or integrity of the test results are called into question and are subject to review as determined by the Department.

(B) After the initial issuance of school performance grades, the school district shall have at least thirty (30) days to review the data on which the performance grade was based. If the school district determines that a different performance grade should be assigned because of the omission of student data, a data miscalculation, or special circumstances that might have affected the grade assigned, a request for a review of the data can be submitted to the State Department of Education. Changes to the criteria or process shall not be considered as part of this review. Documentation of all elements and data to be reviewed by the Department must be submitted within the time limits specified by the Superintendent of Public Instruction. No changes to data shall be made after the expiration of the thirty (30) day review period.

(j) The Oklahoma State Board of Education's determination of a school's performance grade shall be final.

(1) Planned System Enhancements. As indicated in this subsection, planned enhancements will occur in the System of School Improvement and Accountability. The Superintendent of Public Instruction will periodically recommend additional changes to the system to the State Board of Education as necessary to ensure that continuous improvements are made in the educational programs of the State.

(A) The percentage of "A" and "B" school grades for the year shall be reviewed annually to determine whether to adjust the school grading scale upward for the following year's school grades. Adjustments may include, but shall not be limited to grading criteria, classification of school type, point calculations, point requirements, and minimum points necessary to obtain a certain grade. Adjustments may reset the minimum required number of points for each grade.

An Act

ENROLLED HOUSE
BILL NO. 1456

By: Denney, Nelson, Kern,
Condit, Hall and Derby of
the House

and

Jolley, David, Brecheen,
Holt and Shortey of the
Senate

An Act relating to school performance; directing the State Board of Education to prepare an annual report of school achievement; specifying contents of the report; requiring individual student records to be confidential; requiring schools to be identified by grades; listing grades; requiring certain schools to receive a school grade; providing certain exceptions; establishing basis for the grade of a school; specifying criteria; specifying certain percentages; specifying criteria for high schools; listing student test data used to determine a school grade; specifying certain student data to be used to determine school grades; requiring reporting of school improvement ratings; providing for certain recognition; directing the State Department of Education to develop a school report card; requiring delivery of the school report card to parents; specifying contents of the school report card; requiring school report cards to be published on the Department website; requiring school district grades to be included on school report cards; providing for calculation of a school district grade; providing for calculation of performance-based funding; directing the Board to promulgate rules; and providing for codification.

SUBJECT: School performance

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1210.545 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. As part of the accountability system developed as provided for in Section 1210.541 of Title 70 of the Oklahoma Statutes, the State Board of Education shall prepare annual reports of the results of the Oklahoma School Testing Program which describe student achievement in the state, each school district, and each school site. The Board shall prescribe the design and content of the reports, which shall include, without limitation, descriptions of the performance of all schools participating in the Oklahoma School Testing Program and all of the major student populations as determined by the Board, and shall also include the median scores of all eligible students who scored at or in the lowest twenty-fifth percentile of the state in the previous school year. The confidentiality of individual student records shall be preserved as required by law.

B. The annual report as required pursuant to subsection A of this section shall identify school districts and school sites as having one of the following grades, defined according to rules of the State Board of Education:

1. "A" means schools making excellent progress;
 2. "B" means schools making above average progress;
 3. "C" means schools making satisfactory progress;
 4. "D" means schools making less than satisfactory progress;
- and

5. "F" means schools failing to make adequate progress.

C. Each school that has students who are tested and included in the school grading system as provided for in this section shall receive a school grade, except as follows:

1. A school shall not receive a school grade if the number of students tested and included in the school grading system is less than the minimum sample size necessary, based on accepted professional practice, for statistical reliability and prevention of the unlawful release of personally identifiable student data; and

2. A school that serves any combination of students in kindergarten through grade three which does not receive a school grade because the students are not tested and included in the school grading system shall receive the school grade designation of a feeder pattern school identified by the State Department of Education and verified by the school district. A school feeder pattern exists if at least sixty percent (60%) of the students in the school serving a combination of students in kindergarten through grade three are scheduled to be assigned to the graded school.

D. The grade of a school shall be based on a combination of:

1. Thirty-three percent (33%) on student test scores, including achievement on all criterion-referenced tests and end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes and alternative test scores administered to students pursuant to Section 1210.523 of Title 70 of the Oklahoma Statutes;

2. Seventeen percent (17%) on student learning gains in reading and mathematics as measured by criterion-referenced tests and end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes;

3. Seventeen percent (17%) on improvement of the lowest twenty-fifth percentile of students in the school in reading and mathematics on the criterion-referenced tests and end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes, unless these students are exhibiting satisfactory performance; and

4. Thirty-three percent (33%) on whole school improvement, which shall include:

a. for schools comprised of high school grades:

- (1) the high school graduation rate of the school,
- (2) the performance and participation of students in College Board Advanced Placement courses, International Baccalaureate courses, concurrent enrollment courses, Advanced International Certificate of Education courses, and the achievement of students on national industry

certification identified pursuant to rules adopted by the Board,

- (3) postsecondary readiness of students as measured by the SAT tests administered by the College Board or the American College Test (ACT),
 - (4) the high school graduation rate of students who scored at limited knowledge or unsatisfactory on the eighth-grade criterion-referenced tests in reading and mathematics,
 - (5) as valid data becomes available, the performance of students on the end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes, and
 - (6) the growth or decline in the components listed in divisions (1) through (5) of this subparagraph from year to year, and
- b. for schools comprised of middle school grades and elementary school grades:
- (1) the drop-out rate of the school,
 - (2) the percentage of students who are taking higher level coursework at a satisfactory or higher level, and
 - (3) any other factors selected by the State Superintendent of Public Instruction.

E. Student test data used in determining school grades shall include:

1. The aggregate scores of all eligible students enrolled in the school who have been administered the criterion-referenced tests and end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes;

2. The aggregate scores of all eligible students enrolled in the school who have been administered the criterion-referenced tests and end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes, and who have scored at or in the

lowest twenty-fifth percentile of students in the school in reading and mathematics, unless these students are exhibiting satisfactory performance; and

3. For schools comprised of high school grades, the data listed in paragraphs 1 through 3 of this subsection, and the following data as the State Department of Education determines the data are valid and available:

- a. the high school graduation rate of the school as calculated by the Department,
- b. the participation rate of all eligible students enrolled in the school in College Board Advanced Placement courses, International Baccalaureate courses, concurrent enrollment courses, Advanced International Certificate of Education courses, and courses or sequence of courses leading to national industry certification identified pursuant to rules adopted by the Board,
- c. the aggregate scores of all eligible students enrolled in the school in College Board Advanced Placement courses, International Baccalaureate courses, and Advanced International Certificate of Education courses,
- d. earning of college credit by all eligible students enrolled in the school in concurrent enrollment programs as provided for in Section 628.13 of Title 70 of the Oklahoma Statutes,
- e. earning of a national industry certification identified pursuant to rules adopted by the Board,
- f. the aggregate scores of all eligible students enrolled in the school in reading, mathematics, and other subjects as measured by the SAT test administered by the College Board and the ACT,
- g. the high school graduation rate of all eligible students enrolled in the school who scored at limited knowledge or unsatisfactory on the eighth-grade criterion-referenced tests in reading and mathematics,

- h. the performance of students on statewide end-of-instruction tests administered under Section 1210.508 of Title 70 of the Oklahoma Statutes, and
- i. the growth or decline in the data components listed in subparagraphs a through h of this paragraph from year to year.

F. The annual report shall identify the performance of each school as having improved, remained the same, or declined. This school improvement rating shall be based on a comparison of the student and school performance data of the current year to the previous year data. Schools that improve at least one grade level are eligible for school recognition as established by the Board through the accountability system developed pursuant to Section 1210.541 of Title 70 of the Oklahoma Statutes.

G. The State Department of Education shall annually develop, in collaboration with school districts and the Office of Accountability, a school site report card to be delivered to parents throughout each school district. The report card shall include the grade for the school, information regarding school improvement, an explanation of school performance as evaluated in accordance with the Elementary and Secondary Education Act of 2001 (ESEA), P.L. No. 107-110, also known as the No Child Left Behind Act of 2001, and indicators of return on investment. The report card for each school site shall be published annually by the Department on its website, and every school district shall provide the school site report card to the parent or guardian of each student enrolled in the school site.

H. The annual school site report card required by subsection G of this section shall include school district grades, which shall consist of weighted district average grades, by level, for all school sites in the district. A weighted average grade for a school district shall be calculated by weighting individual school grades determined pursuant to this section by school enrollment.

I. The Legislature may factor in the performance of schools in calculating any performance-based funding policy that is provided to public school districts.

J. The State Board of Education shall promulgate rules to implement the provisions of this section.

Passed the House of Representatives the 2nd day of May, 2011.

Presiding Officer of the House
of Representatives

Passed the Senate the 19th day of April, 2011.

Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Governor this _____

day of _____, 20____,

at _____ o'clock _____ M.

By: _____

Approved by the Governor of the State of Oklahoma the _____ day of

_____, 20____, at _____ o'clock _____ M.

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Secretary of State this _____

_____ day of _____, 20____,

at _____ o'clock _____ M.

By: _____

RULE IMPACT STATEMENT:
STATE DEPARTMENT OF EDUCATION

Title 210

OAC 210:15-8-3

- a. **What is the purpose of the proposed rule change?**
The purpose of this change is to alleviate the reporting burden for school districts and eliminate a section of the rule relating to the six-year plan that was not authorized by statute.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**

School district personnel responsible for completing the Comprehensive Local Education Plan will be affected. School district costs should be reduced by eliminating the personnel time required to complete the time analysis report required by the current rule.
- c. **What classes of persons will benefit from the proposed rule change?**

School district personnel will benefit from a reduced reporting burden.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**

This change is unlikely to result in any adverse economic impact; instead, it should result in a positive impact for school districts.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**

The cost to the agency would be minimal. The only anticipated costs would be staff time to communicate the rule change to school districts.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**

This change is unlikely to result in any economic impact to any political subdivision.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**

This change is unlikely to result in an adverse effect on small business unless a school district had previously contracted with an external consultant to complete their reporting requirement. Very few districts, if any, have contracted with an external consultant to complete this requirement.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**

Revoking the rule is the only method to achieve the purpose. Revoking this rule will result in lower costs and less regulation of school districts.

- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

No, this rule change does not impact the public health, safety, and environment.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**

If this rule change is not implemented, there will be no impact on the public health, safety, and environment.

~~210:15-8-3. Component of the six-year plan [REVOKED]~~

~~A component of the six-year plan shall include the self-examination of a school's time spent on quality academic instruction. The State Department of Education will provide the district self-examination tool. Principals, teachers, parents, and district administrators shall be involved with the annual self-examination. Items to be reviewed such as:~~

- ~~(1) Schools current use of instructional time,~~
- ~~(2) A description of quality time in its ideal state,~~
- ~~(3) The barriers to achieving this quality time,~~
- ~~(4) The steps necessary to achieve the ideal objective,~~
- ~~(5) Indicators of growth in learning that will demonstrate the effectiveness of proposed changes and,~~
- ~~(6) The benefits of the proposed changes.~~



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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article III - State Department of Education

Section 3-104.2 - Adoption of Comprehensive Local Education Plan

§ 3-104.2. Adoption of Comprehensive Local Education Plan

Cite as: O.S. §, ___

A. As part of the requirements for receiving accreditation by the State Board of Education, each school district board of education shall adopt a Comprehensive Local Education Plan once every six (6) years. The plan at a minimum shall contain the following:

1. A school improvement plan as provided for in Section 5-117.4 of this title;
2. A capital improvement plan as provided for in Section 18-153 of this title;
3. An alternative education plan, as provided for in subsection B of Section 1210.566 of this title; and
4. A reading sufficiency plan as provided for in Section 1210.508C of this title.

B. The State Board of Education shall promulgate rules for monitoring compliance with the provisions of this section by school districts. The State Department of Education shall provide training for regional accreditation officers in alternative education program compliance.

Historical Data

Added by Laws 1987, HB 1210, c. 186, § 1, eff. November 1, 1987; Amended by Laws 1992, SB 986, c. 324, § 7, emerg. eff. July 1, 1992; Amended by Laws 1994, HB 2640, c. 290, § 66, eff. July 1, 1994; Amended by Laws 1998, HB 2878, c. 332, § 4, eff. July 1, 1998 (superseded document available); Amended by Laws 2002, HB 2341, c. 289, § 1, emerg. eff. July 1, 2002 (superseded document available); Amended by Laws 2006, SB 1485, c. 227, § 1, emerg. eff. July 1, 2006 (superseded document available).

Citationizer® Summary of Documents Citing This Document

Cite Name	Level
Title 70. Schools	
Cite	Name Level
70 O.S. 3-153,	Plans of School Districts Exempt from Reporting to the State Board of Education Cited
70 O.S. 3-104.5,	Plan of Educational Development and Improvement - Approval of Plan Cited
70 O.S. 5-117.4,	School Improvement Plan - Submit to State Board of Education Cited
70 O.S. 6-194,	Professional Development Programs - Development and Adoption, Cited

RULE IMPACT STATEMENT
STATE DEPARTMENT OF EDUCATION

Title 210
Chapter 15
Subchapter 3
Sections 90-104

- a. **What is the purpose of the proposed rule change?**
The State Department of Education recently completed an extensive process aimed at rewriting Social Studies curriculum framework. Sixty-five social studies educators, curriculum specialists, principals, district superintendents, higher education specialists, museum educators, social studies organization representatives, tribal members and community members met for a total of five days in open meetings to assist in drafting the curriculum. Twelve subcommittees were formed to review all grade levels of current PASS standards and to recommend new Oklahoma College, Career, Citizen (OC3) Standards for the Social Studies. Proposed rules formally enact recently revised Social Studies curriculum, adopted pursuant to 70 O.S. 11-103.6a.
- b. **What classes of persons will be affected by the proposed rule change and what classes of persons will bear the costs of the proposed rule change?**
Students, teachers, and school districts will be affected by this proposed rule change. No cost associated with this rule outside of the cost of anticipating and/or implementing normal curriculum changes.
- c. **What classes of persons will benefit from the proposed rule change?**
Students, teachers, and school districts will benefit from the proposed rule change.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**
No cost associated with this rule outside of the cost of anticipating and/or implementing normal curriculum changes.
- e. **What is the probable cost to the agency to implement and enforce the proposed rule change?**
No cost is associated with this rule change.
- f. **What is the economic impact on any political subdivision to implement the proposed rule change?**
No cost is associated with this rule change.
- g. **Will implementing the rule change have an adverse effect on small business as provided by the Oklahoma Small Business Regulatory Flexibility Act?**
Not applicable.
- h. **Are there any other methods which are less costly, nonregulatory, or less intrusive to achieve the purpose of the proposed rule change?**
No, as statute requires the State Board of Education to rewrite curriculum.
- i. **Will the rule change impact the public health, safety, and environment, and is the change designed to reduce significant risks to the public health, safety, and environment? If so, explain nature of risk and to what extent the proposed rule change will reduce the risk.**

Not applicable.

- j. **What detrimental effect will there be on the public health, safety, and environment if the rule change is not implemented?**
Not applicable.

210:15-3-90. Overview Pre-Kindergarten: Our America [AMENDED]

(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 [AMENDED]

—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, Washington's Birthday, Martin Luther King, Jr. Day, 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 [AMENDED]

—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, Washington's Birthday, Martin Luther King, Jr. Day, 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, Flag Day, and

Day. (CCRIT 3)

Independence

(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 U.S. Capitol, the U.S. 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 [AMENDED]

~~—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, 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 Crosstimbers.

(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
[AMENDED]

—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 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 of the United States.

(A) The student will identify and locate both relative and absolute location (latitude and longitude), the physical features 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 the Niagara Falls, the Everglades, Death Valley, the Petrified Forest and the Painted Desert, the Grand Canyon, the Great Salt Lake and 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. Capitol, 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 World Trade Center Memorial, 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.

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.

(iv) Describe the purpose of local, state, and national government in meeting the needs of American citizens including the basic structure of

the national government centered in Washington, D.C.

(v) 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 physical and cultural features of the regions of the United States.

(A) Identify the major landforms, river systems, and bodies of water of each major region.

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

(C) 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.

(D) 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)

(3) Standard 3: 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 Leon, Desoto, Coronado, Marquette and Joilet, 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 involving 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 [AMENDED]

—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 U.S. 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 U.S. 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 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 U.S. 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 written 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; indentured servants and later lifetime slavery.

(CCRIT 8)

(E) Use 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 interactions of the triangular trade routes including the Columbian Exchange and 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 point 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, 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 Committees of Correspondence as an 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 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 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)