

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

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

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

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

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

- (A) ~~Locate, gather, and analyze information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media.~~
- (B) ~~Identify, evaluate, and draw conclusions from different kinds of maps, graphs, charts, diagrams, timelines, and other representations such as photographs and satellite-produced images or computer-based technologies.~~
- (C) ~~Interpret information from a broad selection of research materials such as encyclopedias, almanacs, dictionaries, atlases and cartoons.~~
- (2) ~~Standard. The student will use geographic representations to draw conclusions.~~
- (A) ~~Apply the concepts of scale, orientation, latitude and longitude, and physical regions.~~
- (B) ~~Compare political, physical, and thematic maps.~~
- (C) ~~Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.~~
- (3) ~~Standard. The student will analyze selected cultures which have affected our history.~~
- (A) ~~Define the characteristics of culture and the role culture played on the development of the world's peoples.~~
- (B) ~~Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions.~~
- (C) ~~Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese), on migration and settlement patterns.~~
- (4) ~~Standard. The student will compare and contrast political and economic systems.~~
- (A) ~~Identify and describe major world political systems and the role of governmental systems (such as dictatorships, constitutional monarchies, and representative~~

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

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

(4) Range of Reading and Level of Text Complexity

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

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

(1) Text Types and Purposes

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

(i) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

(iv) Establish and maintain a formal style.

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

(B) Write informative/explanatory texts, including the narration of historic events,

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

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

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

### (3) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### (c) Social Studies Content Skills

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

(A) Cite specific geographic information to support analysis from primary and secondary sources in texts, documents, newspapers, magazines, journals,

Governments are instituted among Men, deriving their just powers from the consent of the governed.

(b) Content Standard 2. The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.

(1) Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including

(A) The political regions of North America, Central America, South America, and the Caribbean.

(B) The physical regions including the Amazon rainforest and the North American Great Plains, and

(C) The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities.

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

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

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

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

the Mesoamerican civilization of Mesoamerica.

Strait, Atlantic, Pacific, Arctic and Southern Oceans, the Great Lakes, and the concept of drainage systems and the Continental Divide.

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

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

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

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

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

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

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

(4) Cite textual evidence to explain patterns of global economic interdependence and trade including the concepts of balance of trade, supply and demand, and measures

- (A) Terraced farmland of the Andes.
  - (B) Construction of the Panama Canal.
  - (C) Clear-cutting of the boreal forests of North America, and
  - (D) Diversion of the Colorado River for irrigation and municipal water.
- (4) Analyze regional problems of the western hemisphere having spatial dimensions including
  - (A) Oil spills in the Gulf of Mexico.
  - (B) Deforestation of Amazonia.
  - (C) Air pollution and urban sprawl of Mexico City, and
  - (D) Water pollution from industrial run-off into the Great Lakes.
- (5) Summarize the role of citizens as responsible stewards of natural resources and the environment including
  - (A) Careful use of fertilizer and pesticides to avoid polluting the land and the water supply.
  - (B) Participation in recycling and anti-littering activities.
  - (C) Conservation of natural resources, and
  - (D) Support of alternative and sustainable energy sources.

210:15-3-97. World geography for grade 7 Grade 7: World Geography: The Eastern Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions [AMENDED]  
— Geography is the study of spatial patterns of the human and physical dimensions of the world.  
Students will explore how these spatial patterns form, change over time, and relate to one another in different regions. Students will examine the cultural, political, and economic

~~(B) Recognize regional climatic patterns and weather phenomena, and identify factors that contribute to them (e.g., latitude, elevation, earth-sun relationships, prevailing wind, and proximity to bodies of water).~~

~~(C) Analyze the impact of natural disasters (e.g., tornadoes, earthquakes, hurricanes, tsunamis, floods, and volcanoes) on human populations.~~

~~(4) Standard. The student will evaluate the human systems of the world.~~

~~(A) Compare and contrast common characteristics of world cultures (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems).~~

~~(B) Explain patterns and processes of global economic interdependence (e.g., developed and developing countries, economic activities, and world trade).~~

~~(C) Describe how changes in technology, transportation, and communication affect the location of economic activities.~~

~~(D) Recognize and explain the impact of ethnic diversity within countries and major cultural regions.~~

~~(E) Evaluate issues of population location, growth and change, including density, settlement patterns, migration, and availability of resources.~~

~~(5) Standard. The student will examine the interactions of humans and their environment.~~

~~(A) Identify and describe the relationship between the distribution of major natural resources (e.g., arable land, water, fossil fuels, and iron ore) and developed and developing countries.~~

~~(B) Evaluate the effects of human modification of the natural environment (e.g., use of the steel plow, crop rotation, types of housing, flood prevention, discovery of valuable mineral deposits, the greenhouse effect, desertification, clear-cutting forests, air and water pollution, and use of pesticides and herbicides in agriculture).~~



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

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

(3) Integration of Knowledge and Ideas

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

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

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

(4) Range of Reading and Level of Text Complexity

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

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

(1) Text Types and Purposes

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

(i) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

credible sources

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

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

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

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

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

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

### (3) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social

(F) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence:

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.

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

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

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

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

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

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

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

(vi) Oceania – Australia and New Zealand.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

United States map major physical features, bodies of water, exploration and

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

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

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

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

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

(ii) The Quartering Act and the Townshend Acts:

(iii) The Boston Massacre:

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

(v) The First Continental Congress:

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

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

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



- (A) — Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.
- (B) — Explain the dispute over the western lands and how it was resolved through the Northwest Ordinance, and describe the economic issues arising out of the Revolution and Shays' Rebellion.
- (C) — Recognize and analyze the significance of the Constitutional Convention, its major debates and compromises, and key individuals (e.g., George Washington, James Madison, and George Mason); the struggle for ratification of the Constitution as embodied in the Federalist Papers and Anti-Federalist arguments; and the addition of the Bill of Rights to the Constitution.
- (D) — Identify and explain the fundamental principles of the Constitution, including popular sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.
- (E) — Interpret and give examples of the rights, responsibilities, liberties, and protections all individuals possess under the Constitution and the Bill of Rights, including the freedoms of religion, speech, press, assembly and petition, and the rights to due process and trial by jury.
- (F) — Examine the major domestic and foreign affairs issues facing the first three presidents and Congress, the development of political parties, and the significance of the presidential election of 1800.
- (G) — Describe Alexander Hamilton's economic plan for the United States (e.g., the national bank, redemption of bonds, and protective tariffs).
- (H) — Appraise how Chief Justice John Marshall's precedent-setting decisions in Marbury v. Madison and McCulloch v. Maryland interpreted the Constitution and established the Supreme Court as an independent and equal branch of the federal government.
- (I) — Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(C) — Compare and contrast the motives for fighting and the daily life experiences of Confederate soldiers with those of Union soldiers, both white and African American.

(D) — Compare homefront and battlefront roles of women in the Union and the Confederacy.

(E) — Examine the various plans for Reconstruction the programs to transform social relations in the South, and the successes and failures of Reconstruction in the South, North, and West (e.g., the role of carpetbaggers and scalawags, the passage of Black Codes, the accomplishments of the Freedmen's Bureau, and the rise of the Ku Klux Klan).

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

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

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

(4) Range of Reading and Level of Text Complexity

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

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

(1) Text Types and Purposes

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

(i) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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

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

(iv) Establish and maintain a formal style.

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

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

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

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

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

### (3) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### (c) Social Studies Content Skills

(1) Content Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

- (iii) Use of Paul Revere's engraving of the Boston Massacre,
- (iv) Rejection of the *Olive Branch Petition* by King George III, and
- (v) Grievances which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain thus creating the United States of America.

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

- (i) John Locke's theory of natural rights,
- (ii) The concept of the social contract,
- (iii) The ideals established in the American society of equality, inalienable rights, and the consent of the governed; and
- (iv) Evaluate the contributions of Thomas Jefferson and the Committee of Five in drafting the *Declaration of Independence*.

(E) Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*:

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.*

(2) Content Standard 2: The student will examine the foundations of the American nation and during the Revolutionary Era through the contributions of significant individuals and

(3) Content Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

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

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

(ii) Lack of a common national currency,

(iii) Lack of a common defense,

(iv) Management of the war debts,

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

(vi) Civil unrest as typified in Shays' Rebellion.

(B) Analyze the significance of the Constitutional Convention, its major debates and compromises including the *Virginia Plan*, the *New Jersey Plan*, the *Great Compromise*, the *Three-fifths Compromise* and the key contributions of George Washington, James Madison, George Mason, and Gouverneur Morris.

(C) Cite textual evidence to examine the arguments for and against the ratification of the *United States Constitution* as expressed in the *Federalist Papers Number 10 and Number 51*, as well as Anti-Federalist concerns over a strong central government and the omission of a bill of rights.

(D) Explain the constitutional principles of popular sovereignty, consent of the governed, separation of powers, checks and balances, federalism, and judicial

(vii) The increased sectional tensions as the nation dealt with the expansion of slavery and attempts to limit it through the *Missouri Compromise*, and

(viii) The Monroe Doctrine as an attempt to protect American interests and territory in the western hemisphere.

(B) Summarize the significance and impact of the Jacksonian Era including the:

(i) Election of Andrew Jackson as a victory for the common man,

(ii) Nullification Crisis and the development of the states' rights debates as typified by the arguments put forth by Senator Daniel Webster and Senator John C. Calhoun, and

(iii) Impact of government policies, non-adherence to treaties, and territorial expansion on Native American lands including the resistance and removal of the Five Tribes.

(C) Cite evidence to compare the sectional economic transformations including the concentration of population, manufacturing, shipping, and the development of the railroad system in the North as contrasted to the plantation system, the increased demand for cotton brought about by the invention of the cotton gin, and the reliance on a slave labor system in the South.

(D) Analyze points of view from textual evidence to describe the variety of African American experiences, both slave and free, including Nat Turner's Rebellion, legal restrictions in the South, and efforts to escape via the Underground Railroad network including Harriet Tubman.

(E) Analyze and summarize the significance of the Abolitionist and Women's



- (iv) *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.
- (B) Cite textual and visual evidence to analyze the significance and results of the presidential election of 1860 including the
- (i) Secession of South Carolina as expressed in the *Ordinance of Secession*,
  - (ii) Goal of President Abraham Lincoln to preserve the Union,
  - (iii) Formation of the Confederate States of America,
  - (iv) Opening attack on Fort Sumter, and
  - (v) Rising tensions over the strategic Border States.
- (C) Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war including the political/military leadership of President Lincoln to Confederate President Jefferson Davis and the military leadership of Union General Ulysses S. Grant to Confederate General Robert E. Lee.
- (D) Identify and summarize the consequences of the major turning points of the war including the
- (i) Anaconda Plan and Total War Strategy,
  - (ii) Battle of Antietam as a catalyst for the *Emancipation Proclamation* and its role in expanding the goals of the war to include the ending of slavery,
  - (iii) Battle of Gettysburg as inspiration for the *Gettysburg Address* and how Lincoln's speech clarified the Union's motivations for winning the war

210:15-3-99. High School Economics: for high school- Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship [AMENDED]

(a) Standard. The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them and for whom are they produced?

(1) Examine the different economic systems used to allocate resource, goods and services and wealth in other countries around the world.

(2) Compare the relative size and responsibilities of governments in different countries.

(b) Standard. The student will explain how prices are set in a market economy by using supply and demand graphs, and determine how prices provide incentives to buyers and sellers.

(1) Determine how price and non-price factors affect the demand and supply of goods and services available in the marketplace.

(2) Explain what causes shortages and surpluses, including government imposed price floors and price ceilings; and determine the impact they have on prices and people's decisions to buy or sell.

(c) Standard. The student will evaluate how changes in the level of competition in different markets affect prices.

(1) Explain how competition among sellers lowers costs and prices while encouraging producers to produce more, and competition among buyers increases prices and allocates goods and services to those persons willing and able to pay higher prices.

(2) Explain how people's own self-interest helps markets make decisions.

(d) Standard. The student will describe the role of economic institutions (e.g., banks, labor unions, corporations, legal systems, and not-for-profits) in a market economy.

(2) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the non-financial incentives that motivate them, and the risks or disincentives they face.

(h) Standard. The student will evaluate the economic role of government in a market economy.

(1) Explain the role that government has in dealing with issues, such as poverty, pollution, and medical research.

(2) Describe the costs and benefits of government assistance programs, education and other government-funded projects.

(3) Identify projects or programs where the cost of government policies may have exceeded the economic benefits received, and explain why government would continue supporting such projects.

(i) Standard. The student will determine current economic conditions in the United States, and explain how these conditions have an impact on consumers, producers, and government policymakers.

(1) Explain what gross domestic product (GDP) is and how it can be used to describe economic output over time.

(2) Compare the GDP per capita in the United States with the same data for other countries.

(3) Describe the impact on the economy when GDP is growing or declining.

(j) Standard. The student will explain the role of inflation and unemployment in an economic system.

(1) Define inflation and unemployment, and explain the impact they have on an economy.

(2) Determine when the United States historically has faced high unemployment, high inflation, low unemployment, and low inflation; and identify the economic conditions that

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) Integration of Knowledge and Ideas

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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

(1) Text Types and Purposes

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

(i) Introduce precise claim(s), distinguish the claim(s) from alternate or

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,

concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

## (2) Production and Distribution of Writing

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

(B) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

(d) Social Studies Content Skills

(1) Content Standard 1: The student will develop and apply economic reasoning and decision-making skills.

(A) Define and apply basic economic concepts of scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.

(B) Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models including the PACED Decision-Making Model by using the five step process of

P = Stating the PROBLEM,

A = Listing the ALTERNATIVES,

C = Identifying the CRITERIA,

E = EVALUATING the options, based on the criteria, and

D = Making a DECISION.

(2) Content Standard 2: The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them, and for whom are they produced.

(A) Compare the world's basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing and contrasting the results those economic systems have produced in those countries as measured by GDP, national prosperity, and

(A) Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.

(B) Describe how banks match savers with borrowers and allow people to pool their incomes and provide future income through investing in stocks.

(C) Identify how labor unions, corporations, and not-for-profits influence a market economy.

(6) Content Standard 6: The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

(A) Explain how individuals, businesses and the overall economy benefit from using and saving money.

(B) Identify the components of the money supply, the different functions of money and give examples of each.

(C) Explain how the value of money is determined by the goods and services it can buy.

(7) Content Standard 7: The student will evaluate how interest rates impact decisions in the market economy.

(A) Analyze the relationship between interest rates and inflation rates.

(B) Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.

(8) Content Standard 8: The student will analyze the role of entrepreneurs in a market economy.

(A) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the financial and

(B) Describe the impact on the economy when GDP and GNP are growing or declining.

(12) Content Standard 12: The student will explain the role of inflation and unemployment in an economic system.

(A) Define inflation and determine how it is measured and the impact it has on different sectors of the United States economy.

(B) Define the different types of unemployment and determine how it is measured and the impact it has on different sectors of the United States economy.

(13) Content Standard 13: The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

(A) Compare and contrast fiscal and monetary policy and their impact on the economy.

(B) Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.

210:15-3-100. High School Oklahoma History for high school and Government - The Foundation, Formation, and Transformation of the State of Oklahoma [AMENDED]

~~(a) Standard. The student will demonstrate process skills in social studies.~~

~~(1) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media).~~

~~(2) Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other~~

~~tools, such as photographs, satellite-produced images, and computer-based~~



~~(4) Identify significant historical and contemporary Native Americans (e.g., John Ross, Sequoyah, Quanah Parker, Jim Thorpe, Will Rogers, the Five Indian Ballerinas, the Kiowa Five, and Wilma Mankiller).~~

~~(d) Standard. The student will evaluate the major political and economic events prior to statehood.~~

~~(1) Analyze tribal alliances, river transportation, and the fur trade, and their relationship to early mercantile settlements (e.g., Fort Towson, Fort Gibson, Fort Coffee, Fort Washita, and Chouteau's Trading Post).~~

~~(2) Explain the significance of the Civil War in Indian Territory and the prominent figures and groups that fought in its battles (e.g., Stand Watie, General James Blunt, General Douglas Cooper, and the 1st Kansas Colored Regiment).~~

~~(3) Assess the impact of the cattle industry (e.g., cattle trails, railheads and cow towns in Kansas, and the location of railroad lines).~~

~~(4) Evaluate the impact and importance of the various means of distributing land in Oklahoma (e.g., allotments, land runs, lottery, and Supreme Court settlement).~~

~~(e) Standard. The student will describe the development of constitutional government in Oklahoma.~~

~~(1) Examine the work of the Dawes Commission and the distribution of lands to non-Native American settlers.~~

~~(2) Analyze the development of governments among the Native American tribes; the movement towards the all-Indian state of Sequoyah; the movement for single statehood; and the impact and influence of the Enabling Act and the Constitutional Convention.~~

~~(3) Standard. The student will investigate the geography and economic assets of Oklahoma and~~

(3) — Examine the historical evolution of race relations in Oklahoma (e.g., the significance of Jim Crow laws, the Tulsa Race Riot, and the contributions of Governor Raymond Gary to the peaceful integration of public facilities).

(4) — Examine and evaluate the causes and effects of terrorism in Oklahoma, including the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995, the responses of Oklahomans to the event, and the creation of the Oklahoma City National Memorial.

(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) Key Ideas and Details

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

(C) Compare the point of view of two or more authors for how they treat the same

(iv) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline.

(B) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

(4) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

(c) Social Studies Content Skills

(1) Content Standard 1. The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

(A) Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.

(v) Establishment of the western military posts of Fort Sill, Fort Supply, and Fort Reno.

(E) Cite visual and textual evidence to assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.

(F) Analyze the influence of the idea of Manifest Destiny on the Boomer Movement including the official closing of the frontier in 1890.

(G) Compare and contrast multiple points of view to evaluate the impact of the *Dawes Act* which resulted in the loss of tribal communal lands and the redistribution of lands by various means including land runs as typified by the Unassigned Lands and the Cherokee Outlet, lotteries, and tribal allotments.

(3) Content Standard 3. The student will analyze the formation and development of constitutional government in Oklahoma.

(A) Compare and contrast the development of governments among the Native American tribes, the movement for the state of Sequoyah, the proposal for an all-Black state, and the impact of the *Enabling Act* on single statehood.

(B) Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.

(C) Compare and contrast Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.

(D) Describe the division, function, and sharing of powers among levels of

including the migration of the Okies, the national perceptions of Oklahomans as shaped by *The Grapes of Wrath*, and the New Deal policies regarding conservation of natural resources.

(F) Describe the contributions of Oklahomans in 1920s and 1930s including Deep Deuce and African-Americans jazz musicians, Will Rogers' and Woody Guthrie's political and social commentaries, Wiley Posts' aviation milestones, and the artwork of the Kiowa Six (formerly the Kiowa Five).

(G) Summarize and analyze the impact of mobilization for World War II including the establishment of military bases and prisoner of war installations and the contributions of Oklahomans to the war effort including the Native American code talkers and the 45<sup>th</sup> Infantry Division.

(5) Content Standard 5. The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.

(A) Cite textual evidence to evaluate the progress of race relations and actions of civil disobedience in the state including the

(i) Judicial interpretation of the equal protection clause of the 14<sup>th</sup> Amendment which ultimately resulted in the desegregation of public facilities, public schools and universities,

(ii) Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma* (1948) and *McLaurin v. Oklahoma Board of Regents for Higher Education* (1950),

(iii) Federal anti-segregation legislation passed by Congress and the NAACP, and

(G) Describe the contemporary role the state’s agriculture plays in feeding the nation and the world including the wheat, corn, cattle, pork, and chicken industries.

(H) Explain the leadership of Oklahoma and its people in the field of aeronautics including the Federal Aviation Administration, NASA space program, and the influence of weather research on national disaster preparedness.

(I) Examine major cultural and ethnic groups’ contributions to the social and economic transformation of the modern state of Oklahoma.

(J) Cite visual and textual evidence to analyze the causes and effects of the \domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the event and the creation of the Oklahoma City National Memorial and Museum.

210:15-3-100.1. High School Psychology: Foundations and Formation of Human Development [NEW]

(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) Key Ideas and Details

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

## 1) Text Types and Purposes

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

(i) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

(ii) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g.,



(C) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

(3) Research to Build and Present Knowledge

(A) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

(B) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

(4) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(B) Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social

(D) Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each.

(3) Content Standard 3: The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

(A) Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.

(B) Examine the structure and function of the nervous and endocrine system and how they affect behavior.

(C) Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters.

(D) Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.

(E) Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one's experiences and expectations influence perception.

(F) Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.

(4) Content Standard 4: The student will analyze physical, social, emotional, moral, and cognitive development from conception through the latter stages of adulthood.

(A) Explain the interaction of environmental and biological factors in human

(B) Explain how bias, discrimination, and use of stereotypes influence behavior with regard to gender, race, sexual orientation, and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment.

(C) Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.

(8) Content Standard 8: The student will examine how psychological disorders are diagnosed, classified and treated.

(A) Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.

(B) Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders.

(C) Compare available treatment options and how they evolved through history and among different cultures.

(9) Content Standard 9: The student will evaluate the many factors that promote mental health.

(A) Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.

(B) Describe the characteristics of and factors that promote resilience and optimism.

(C) Examine the relationship between psychological health and physiological

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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

(1) Text Types and Purposes

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

(i) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

(ii) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

(2) Production and Distribution of Writing

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

(B) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(C) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

(3) Research to Build and Present Knowledge

(A) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

(B) Gather relevant information from multiple authoritative print and digital

(C) Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.

(D) Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.

(2) Content Standard 2: The student will examine the influence of culture and the way cultural transmission is accomplished.

(A) Examine how relationships, structures, patterns, and processes influence culture.

(B) Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.

(C) Explain the differences between a culture and a society.

(D) Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.

(E) Compare and contrast various subcultures including counter culture, pop culture, ethnic cultures, and religious cultures.

(F) Describe factors that have led to cultural diversity within the United States.

(3) Content Standard 3: The student will identify how social status influences individual and group behaviors.

(A) Describe how social status affects social order including upper class, middle class, lower class, white-collar professionals, blue-collar workers, and the

(B) Examine rites of passage within various social institutions including religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement.

(C) Define ethnocentrism and xenophobia, and analyze how they can be beneficial or destructive to a culture.

(6) Content Standard 6: The student will examine social change over time and the various factors that lead to these changes.

(A) Examine environmental, political, economic, scientific and technological influences upon immediate and long-term social change.

(B) Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.

(7) Content Standard 7: The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.

(A) Distinguish between characteristics of a social problem as compared to an individual problem.

(B) Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.

(C) Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.

(8) Content Standard 8: The student will explore both individual and collective behavior.

(A) Describe the traditions, roles and expectations necessary for a society to continue and flourish.

(B) Examine factors that can lead to the breakdown and disruption of a society.

(b) — Standard. The student will define government as the formal institution with the authority to make and implement binding decisions about such matters as distribution of resources, allocation of benefits and burdens, and management of conflicts.

(c) — Standard. The student will analyze the philosophical and historical development of government as an institution.

(1) — Discuss the development of democracy in ancient Greece and Rome, the United Kingdom, and the American colonies.

(2) — Examine and interpret the contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone to contemporary political theory and governmental structure.

(d) — Standard. The student will describe the purpose of government and analyze how its powers are acquired, used, and justified.

(1) — Distinguish between civic life (i.e., the public life of the citizen concerned with community and national affairs) and private life (i.e., the personal life of the individual devoted to the pursuit of private interests).

(2) — Examine political authority, its sources and functions, and the difference between authority and power without authority.

(3) — Distinguish between and explain the essential characteristics of limited and unlimited governments, and identify historical and contemporary examples of each.

(4) — Research examples of formal institutions with the authority to control and direct the behavior of those in a society (e.g., tribal councils, courts, monarchies, and democratic legislatures).

(e) — Standard. The student will compare and contrast how governments are organized in terms of the number of people who have access to power (i.e., despotism, oligarchy, republic, and



~~(i) Standard. The student will compare and contrast the roles of the legislative, executive, and judicial branches of government at the national, state, and local levels.~~

~~(1) Structures, functions, and authority~~

~~(2) Federalism~~

~~(3) Separation of powers~~

~~(4) Checks and balances~~

~~(5) The extent to which power is shared rather than divided or separated (i.e., concurrent powers)~~

~~(6) Procedures for constitutional and charter amendment~~

~~(j) Standard. The student will analyze how the Constitution has evolved since 1789.~~

~~(1) Examine the constitutional amendments, the conflicts or issues they addressed, and the reasons for their adoption.~~

~~(2) Identify and explain the basic rulings in landmark Supreme Court cases, including Marbury v. Madison (1803), McCulloch v. Maryland (1819), Plessy v. Ferguson (1896), Brown v. Board of Education of Topeka, Kansas (1954), Mapp v. Ohio (1961), Miranda v. Arizona (1966), Furman v. Georgia (1972), United States v. Nixon (1974), and Gregg v. Georgia (1976).~~

~~(k) Standard. The student will explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.~~

~~(l) Standard. The student will describe the components of campaigns for national, state and local elective office, including the nominative process; campaign funding and spending, the influence of the media, advertising, and polling; reapportionment and redistricting; the role of the electoral college; and the term-limitation movement.~~

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) Integration of Knowledge and Ideas

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity

(A) By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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

(1) Text Types and Purposes

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

(B) Introduce, analyze claim(s), distinguish the claim(s) from alternate or

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

## (2) Production and Distribution of Writing

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

(B) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(C) Use technology, including the Internet, to produce, publish, and update

(c) Social Studies Content Skills

(1) Content Standard 1: The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

(A) Contrast the essential characteristics of limited versus unlimited governments with an understanding that the United States' constitutional system establishes legal restraints on governmental power.

(B) Cite textual evidence to compare and contrast historic and contemporary examples of unlimited governments, known as authoritarian or totalitarian systems including dictatorships, theocracies, and absolute monarchies, to examples of limited systems including direct democracies, representative democracies, constitutional monarchies, and republics.

(C) Summarize and explain how the American system as a representative republic in which the citizenry is sovereign.

(D) Compare the advantages and disadvantages of the major ways governmental power is distributed, shared, and structured in unitary, federal, and confederal systems in terms of effectiveness, prevention of abuse of power, and responsiveness to popular will.

(E) Compare and contrast the property and due process rights in the United States free-market economy which are protected by the *United States Constitution* to the restricted property and due process rights existing/non-existing under command economic systems.

(2) Content Standard 2: The student will describe the historic and philosophical

the points of views as expressed in *Federalist Papers Number 10 and Number 51* and the writings of the Anti-Federalists including Patrick Henry, Cato, Brutus, and George Mason.

(F) Analyze the steps of the constitutional amendment process including examples of recent attempts to amend the *United States Constitution* as exemplified in the issues of the *Equal Rights Amendment* and flag desecration.

(3) Content Standard 3: The student will analyze the fundamental principles of the American system of government.

(A) Explain the concept of popular sovereignty as exercised by the nation's people who possess the ultimate source of authority.

(B) Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.

(C) Analyze the enumerated powers delegated to the federal government by the states in the *United States Constitution* and the limits placed on the powers of the national government and the powers of the states including the reserved and concurrent powers.

(D) Summarize and explain the relationships and the responsibilities between national and state governments including tribal and local governments.

(E) Cite textual evidence and summarize how power is separated as well as shared under the American system including the separation of powers and checks and balance, which is designed to prevent abuse of power by any government body at the local, state, and federal levels.

States House of Representatives and the United States Senate, the President's Cabinet, and the United States Supreme Court.

(ii) Evaluate the extent to which each branch of government reflects the people's sovereignty including current issues concerning representation such as term limitations and legislative redistricting.

(iii) Describe the process in which public policy is formulated into law including both the constitutional and operational procedures utilized in the modern legislative process.

(iv) Explain why certain provisions of the constitution result in tensions among the three branches, and evaluate how the functions of the national government have changed over time through executive actions and judicial interpretation of the necessary and proper clause.

(v) Compare and contrast the structure of the national branches of government to Oklahoma's state government.

(vi) Apply the principles of limited government, federalism, checks and balances, and separation of powers to the workings of the three branches of government in real world situations including current issues and events.

(vii) Identify the issues behind and explain the changes resulting from landmark Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *Brown v. Board of Education of Topeka, Kansas* (1954), *Mapp v. Ohio* (1961), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Furman v. Georgia* (1972), *Roe v. Wade* (1973), *United States v. Nixon* (1974), and *Rush v. Gore* (2000).

(F) Summarize and explain the major responsibilities of the national government in formulating and carrying out foreign policy.

(i) Evaluate the effectiveness of cooperative efforts exercised through international alliances and organizations from the perspective of the United States including the United Nations, the North Atlantic Treaty Organization, and the *North American Free Trade Agreement*.

(ii) Examine issues of national sovereignty and human rights on contemporary decisions of foreign policy.

(5) Content Standard 5: Students will be able to evaluate the significance of civic participation in order to insure the preservation of constitutional government.

(A) Distinguish between civic life and private life by defining civic virtue and explaining the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within community, running for office, serving on a political campaign, paying taxes for governmental services, and respecting lawful authority.

(B) Analyze how the structures of government provide citizens opportunities to monitor and influence the actions of government and hold elected officials accountable.

(C) Evaluate historic and contemporary examples of American citizens who have attempted to make the values and principles of the *United States Constitution* a reality.

(i) Analyze the civil rights guaranteed to all citizens in the *Bill of Rights*, how they are applied and protected within the states through the 14<sup>th</sup>

settlement of the American West on American society; and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies.

(1) Standard. The student will demonstrate process skills in social studies.

(A) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).

(B) Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity.

(C) Distinguish between fact and opinion in examining documentary sources.

(D) Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections).

(E) Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies.

(F) Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups), and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled.

(2) Standard. The student will analyze causes, key events, and effects of the Civil



(i) — Analyze immigration, including the reasons for immigration, employment, settlement patterns, and contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, Germans, Japanese, and Southeast/Central Europeans) from 1850–1930.

(ii) — Examine ethnic conflict and discrimination.

(iii) — Analyze changes in the domestic policies of the United States relating to immigration (e.g., the CHINESE EXCLUSION ACT, the rise of nativism, Ellis Island, and the "Gentlemen's Agreement") from 1850–1930.

(iv) — Evaluate the significance of immigration on the labor supply and the movement to organize workers (e.g., growth of labor pool, rise of the labor movement, Pullman strikes, Haymarket Riot, Eugene V. Debs, Samuel Gompers, John L. Lewis, and the use of court injunctions to halt labor strikes).

(v) — Compare and contrast social attitudes and federal policies toward Native American peoples (e.g., the Indian Wars of 1850–1890, establishment of reservations, attempts at assimilation, and the DAWES ACT, and the destruction of the bison herds) and actions of the United States Army, missionaries, and settlers during the settlement of the American West, 1850–1890.

(B) — Evaluate the impact of industrialization on American society.

(i) — Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication between 1850–1920 (e.g., Thomas Edison, Alexander G. Bell, Henry Ford, the Bessemer process, the Westinghouse Company, barbed wire, the western cattle drives).

(ii) — Describe the effects of the "muckrakers" (e.g., Carey Nation, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women's Suffrage, Temperance, Populism, and the Grange Movement) that

"Dollar Diplomacy," "Missionary Diplomacy," the Great White Fleet, ROOSEVELT COROLLARY, and interventionism.

(B) — Evaluate the causes and effects of World War I on American politics, economy, and society.

(i) — Analyze the factors leading to the involvement of the United States in World War I (e.g., the alliance systems, submarine warfare, and the Zimmerman Note) and the effects of the war on the United States (e.g., mobilization, propaganda, women in the workplace, and the First Red Scare).

(ii) — Examine the reasons why the United States did not join the League of Nations and for the nation's return to isolationism (e.g., Wilson's Fourteen Points and the Treaty of Versailles).

(5) — Standard. The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.

(A) — Compare and contrast cultural, economic, and social events and trends between the World Wars.

(i) — Evaluate literature, music, dance, and forms of entertainment of the 1920s and 1930s (e.g., the Harlem Renaissance, the Jazz Age, flappers, the "Lost Generation," and "talkies").

(ii) — Investigate the long term effects of reform movements, such as the Women's Suffrage Movement, Temperance/Prohibition Movements (e.g., the 18th, 19th, and 21st Amendments to the Constitution), and the Early Civil Rights Movement and leaders (e.g., Booker T. Washington and W. E. B. Du Bois).

(iii) — Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society.

(iv) — Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race

(iii) Identify the contributions of key individuals of the period between the wars (e.g., Will Rogers, Eleanor Roosevelt, Franklin Roosevelt, Huey Long, "The Brain Trust," and Woody Guthrie).

(6) Standard. The student will analyze the major causes, events, and effects of United States' involvement in World War II.

(A) Examine changes in American society and government policy as the nation prepared for and entered World War II.

(i) Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States.

(ii) Describe the roles of appeasement and isolationism in the United States' reluctance to involve itself in world conflicts during 1937-1941 (e.g., the Lend-Lease Act, and the Neutrality Acts).

(iii) Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., internment of minority Americans, such as, Japanese, Germans, and Italians; Korematsu v. United States; rationing; role of women in the workforce and armed services; and discrimination and segregation at home and in the armed forces).

(B) Describe events affecting the outcome of World War II.

(i) Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor; Battle of Midway; the D-Day Invasion; Battle of the Bulge; the development and use of the atomic bomb; island-hopping strategy, such as Iwo Jima; and the Allied conferences, such as Yalta).

(iv) — Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, including South Africa.

(v) — Analyze the reasons for the collapse of Communism in Eastern Europe and the Soviet Union, and relate the end of the Cold War to new challenges to the United States' leadership role in the world.

(C) — Analyze the economic, social, and political transformation within the United States since World War II.

(i) — Describe de jure and de facto segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., Brown v. Board of Education of Topeka, Kansas, the Montgomery Bus Boycott, the lunch counter sit-down strikes in Oklahoma City and elsewhere, the Freedom Rides, integration of Little Rock Central High School, the Civil Rights Act of 1964, and the Voting Rights Act of 1965).

(ii) — Evaluate the success of the Women's Liberation Movement (e.g., Equal Rights Amendment, Roe v. Wade, Betty Friedan, and NOW) and the changing roles of women during the 1950s through the mid-1970s.

(iii) — Examine the technology revolution and its impact on communication, transportation, and industry.

(iv) — Assess the impact of violent crime, and illegal drug use and trafficking.

(v) — Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.

(vi) — Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and César Chavez), major issues,

(1) Key Ideas and Details

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) Integration of Knowledge and Ideas

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and

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

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

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

### (c) Social Studies Content Skills

(1) Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.

(A) Cite textual evidence to analyze the post-Reconstruction civil rights struggles.

(i) Examine the purposes and effects of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.

(ii) Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.

(B) Integrate textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans.

(i) Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the *Chinese Exclusion Act*, the

(iv) Analyze major social reforms and movements including women's suffrage and temperance and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams.

(v) Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.

(vi) Evaluate the rise and reforms of the Progressive Movement including the

(a) Direct primary, initiative petition, referendum, and recall,

(b) Impact of William Jennings Bryan and his *Cross of Gold* speech on the political landscape, and

(c) Conservation of the environment under the leadership of Theodore Roosevelt.

(vii) Assess and summarize changing race relations as exemplified in *Plessy v. Ferguson*.

(viii) Cite textual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W. E. B. Du Bois, and Marcus Garvey in response to rising racial tension.

(2) Content Standard 2. The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, 1890 to 1920.

(A) Cite textual evidence to evaluate the impact of American imperialism on



(iii) Cite textual evidence to examine Wilson’s foreign policy as proposed in his *Fourteen Points* and the reasons for the nation's return to isolationism including the rejection of the League of Nations.

(3) Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

(A) Examine the economic, political, and social transformations between the World Wars.

(i) Cite textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and movies.

(ii) Analyze the series of events leading to and the effects of the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup>, and 21<sup>st</sup> Amendments to the *United States Constitution*.

(iii) Describe the rising racial tension in American society including the resurgence of the Ku Klux Klan, increased lynching, and race riots as typified by the Tulsa Race Riot.

(iv) Examine growing labor unrest and industries’ reactions including the use of sit-down strikes and court injunctions and why socialism and communism appealed to labor resulting in the First Red Scare.

(v) Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile.

(B) Cite textual and visual evidence to analyze the effects of the destabilization of

(iv) Cite textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government's responses.

(4) Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

(A) Cite textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II.

(i) Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the *Neutrality Acts* and the Lend-Lease Program.

(ii) Evaluate the mobilization for war as stated in President Roosevelt's *Day Which Will Live in Infamy* speech including the role of women and minorities in the war effort, rationing, the internment of Japanese-Americans and the *Korematsu v. United States* decision.

(B) Cite textual and visual evidence to analyze the series of events affecting the outcome of World War II.

(i) Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower.

including the leadership of President Dwight. D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, and the Rosenbergs' spy trials.

(ii) Examine the impact of the proliferation of nuclear weapons and the arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), and the launching of *Sputnik* and the space race.

(C) Cite textual and visual evidence to analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the *Gulf of Tonkin Resolution*, the Tet Offensive, the presidential election of 1968, university student protests, expanded television coverage of the war, the *War Powers Act*, and the 26<sup>th</sup> Amendment.

(D) Cite textual and visual evidence to analyze the ongoing social and political transformation within the United States.

(i) Summarize and examine the changing role of the United States Supreme Court in its use of judicial review in applying the *United States Constitution*, the *Bill of Rights*, and other constitutional amendments to the states, thereby securing and further defining individual rights and civil liberties.

(ii) Compare and contrast segregation policies and attempts at integration including the impact of the Civil Rights Movement, the *Brown v. Board of Education* decision, the integration of Little Rock Central High School, the Montgomery Bus Boycott, the March on Washington, the Freedom Riders, the *Civil Rights Act of 1964* and the *Voting Rights Act of 1965*.

(iii) Compare the view points and the contributions of activists and civil

(B) Analyze the economic and political impact of President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's *Tear Down This Wall* speech in West Berlin.

(C) Summarize the series of events leading to the emergence of the United States as a sole superpower following the fall of the Berlin Wall, the reunification of Germany, and the collapse of the Soviet Empire.

(D) Describe the goal of President H.W. Bush's foreign policy of forming an international coalition to counter Iraqi aggression in the Persian Gulf.

(E) Describe and evaluate the continuing global influence of the United States under the leadership of President Bill Clinton including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics.

(F) Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, and the attacks on September 11, 2001, the *PATRIOT ACT*, and the creation of the Department of Homeland Security.

(7) \*Content Standard 7: The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.

(A) Cite textual and visual evidence to assess the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq including President George W. Bush's leadership, the efforts to counter and combat terrorism, and the impact of President Barack Obama's election on the course of the wars.

(B) Examine the ongoing issues of immigration, employment, climate change,

(A) — Identify the human and physical characteristics of particular places and regions.

(B) — Conduct regional analysis of geographic issues and questions.

(C) — Explain how culture and experience influence people's perceptions of places and regions and how these perceptions change over time.

(3) — Standard. The student will examine earth's physical processes (e.g., climate and landforms) and organize them into ecosystems.

(A) — Identify and describe the components of the earth's physical system (e.g., atmosphere, lithosphere, biosphere, and hydrosphere).

(B) — Explain how earth's physical systems and processes shape the patterns found on earth's surface.

(C) — Describe the characteristics and spatial distribution of ecosystems on earth's surface.

(D) — Analyze patterns of natural phenomena such as earthquakes, volcanic eruptions, tornadoes, and hurricanes.

(4) — Standard. The student will examine human cultures, populations and activities such as settlement, migration, commerce, conflict, and cooperation.

(A) — Identify and describe the characteristics, distribution, and impact of migration of human populations on earth's surface and cultures.

(B) — Interpret the patterns and networks of economic interdependence on earth's surface.

(C) — Explain how the processes, patterns, and functions of human settlement have changed over time.

(D) — Explain how the forces of cooperation and conflict among people influence the division and control of earth's surface.

(5) — Standard. The student will evaluate the interactions between humans and their environment.

(B) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

(C) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

(2) Craft and Structure

(A) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

(B) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

(C) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

(3) Integration of Knowledge and Ideas

(A) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

(B) Assess the extent to which the reasoning and evidence in a text support the author's claims.

(C) Compare and contrast treatments of the same topic in several primary and secondary sources.

(4) Range of Reading and Level of Text Complexity

(i) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

(ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

(iii) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

(iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

(v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

(vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

## (2) Production and Distribution of Writing

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

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

(c) Social Studies Content Skills

(1) Content Standard 1. The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.

(A) Cite textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs.

(B) Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras.

(C) Compare using textual evidence the contributions of Greek philosophers to political ideas using selections from Plato's *Republic* and Aristotle's *Politics* and their impact on later political thought in Western societies.

(D) Examine the origins, traditions, and beliefs of Hinduism and Buddhism, and explain their influence on the civilization of India, China, and Southeast Asia, and their influence into the modern eras.

(E) Examine the origins, traditions, beliefs, and impact of Confucianism and Daoism including the political and religious beliefs influenced Asian civilizations into



(C) Cite textual evidence to analyze the impact of the Enlightenment including the theories of John Locke and Adam Smith on modern government and economic institutions.

(D) Compare the causes and lasting impact of England's *Glorious Revolution*, the American Revolution, and the French Revolution on the decline of monarchy and on the rise of representative government.

(E) Summarize the influence and global impact of emerging democratic ideals on Latin American and Caribbean revolutions including Haiti, Mexico, and Bolivia.

(4) Content Standard 4. The student will evaluate the global transformation brought about by the Industrial Revolution and the World Wars.

(A) Summarize the impact of massive social and economic changes as a result of industrialization including Marxist criticisms of capitalism.

(B) Cite textual evidence to explain the rationales and consequences of imperialism on Asia, Africa, and the Americas including colonization and the exploitation of natural resources and peoples.

(C) Analyze socialism, communism, and the Bolshevik Revolution as responses to market economies.

(D) Evaluate the forces of nationalism and militarism, as well as the systems of alliances as causes of World War I.

(E) Examine the causes of World War II including the failure of the *Treaty of Versailles* and the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.

(F) Examine the origins and compare points of view regarding the events of the

Wall, reunification of Germany, Poland's Solidarity Movement, and Gorbachev's policies of *perestroika* and *glasnost*.

(E) Assess the impact of continuing African independence movements on human rights and the global expansion of democracy including the effects of Pan-Africanism on changing political boundaries, Kwame Nkrumah's struggle for self-government in Ghana, and South Africa dismantling its apartheid system under the leadership of Nelson Mandela and Desmond Tutu.

(F) Compare multiple perspectives to examine the religious, ethnic and political origins, as well as the lasting impact of modern genocide and conflicts including Northern Ireland's Troubles, acts of genocide by the Khmer Rouge in Cambodia, ethnic-cleansing in the Balkans, Rwanda's mass murders, and ethnic and religious crisis in Darfur.

(6) Content Standard 6: The student will evaluate contemporary global issues and challenges.

(A) Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, including the challenges faced by the European Economic Community, the cooperative efforts of OPEC, the emergence of the Pacific Rim economy, and the roles of the World Bank and World Trade Organization.

(B) Cite textual and visual evidence to examine the changing patterns of population growth, the cycle of disease and poverty, the impact of the Green Revolution on future food supplies, and the status of women in developing

(c) — Standard. The student will compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China), and other ancient civilizations (e.g., the Hebrew and Phoenician kingdoms, and the Persian Empire).

(1) — Describe their location in time and place.

(2) — Trace their development of cultural, political, and economic patterns.

(d) — Standard. The student will describe and analyze ancient Greece (circa 2000 to 300 B.C.E.) and its impact on contemporary and future civilizations.

(1) — Explain the influence of geography on Greek culture including the contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, (e.g., Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, and Archimedes).

(2) — Analyze the impact of Greek commerce and colonies on the Mediterranean region.

(3) — Describe the social structure, significance of citizenship, and development of democracy in the city-state of Athens.

(4) — Describe life in Athens during the Golden Age of Pericles.

(5) — Evaluate the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.

(e) — Standard. The student will describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.

(1) — Explain the influence of geography on Roman economic, social, and political development.

(2) — Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.

- (5) Describe the Olmec, Mayan, Aztec, and Inca civilizations.
- (h) Standard. The student will describe and analyze the Byzantine Empire and Russia (circa 300 to 1400 C.E.) and their impact on contemporary and later civilizations.
  - (1) Explain the expansion of the Byzantine Empire and economy with the establishment of Constantinople.
  - (2) Describe the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.
  - (3) Evaluate Byzantine influence on Kievan Russia and Eastern Europe.
    - (i) Standard. The student will describe and analyze the patterns of social, economic, and political change, and cultural achievement during the Middle Ages, circa 500 to 1500 C.E.
      - (1) Describe the structure of feudal society and its social, economic, and political effects.
      - (2) Examine the Age of Charlemagne and the revival of the idea of the Roman Empire.
      - (3) Trace the invasions and settlements of the Magyars in Eastern Europe, and the Vikings, Angles, and Saxons in Great Britain.
      - (4) Analyze the spread and influence of Christianity throughout Europe, and the secular roles of the Roman Catholic Church.
      - (5) Describe conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
      - (6) Compare and contrast the federal system in Asia (e.g., the society in Japan) with European federalism.
        - (j) Standard. The student will analyze the historical sources and developments of the Renaissance.

(m) ~~Standard. The student will analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.~~

~~(1) Describe the establishment and authority of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great).~~

~~(2) Examine the Glorious Revolution in England and the French Revolution, including the ideas of significant individuals, (e.g., Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, and Jefferson).~~

~~(3) Explain how the political and religious ideas of the Enlightenment affected the founders of the United States.~~

~~(4) Explain how new scientific theories (e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin) and technological changes brought about social, political, and cultural changes.~~

~~(5) Describe how the arts, philosophy, and literature were influenced by significant individuals (e.g., Voltaire, Diderot, Rembrandt, Gainsborough, Bach, and Mozart).~~

(n) ~~Standard. The student will describe nineteenth-century political developments.~~

~~(1) Analyze the impact of the Congress of Vienna.~~

~~(2) Describe the expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws.~~

~~(3) Analyze the unification of Germany and of Italy.~~

~~(4) Evaluate the impact of the Meiji Restoration in Japan.~~

(o) ~~Standard. The student will analyze and explain the effects of the Industrial Revolution.~~

~~(1) Describe the rise and impact of industrial economies.~~

~~(2) Describe the scientific and technological changes (e.g., the inventions of Watt, Bessemer,~~

- (2) Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.
- (3) Examine the beginning and end of the Cold War and the collapse of the Soviet Union.
- (4) Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.
- (5) Describe and evaluate the ongoing globalization of the world's economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news").
- (6) Evaluate the rise of terrorism in the United States and around the world; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; and the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; the train attacks in Madrid on March 11, 2004; the subway bombings in London on July 7, 2005; the attack in Mumbai, India on November 27, 2008; airplane and ship hijackings; and the policies and actions of the U.S. Government to respond to and counter terrorism (e.g., PATRIOT Act and the creation of the Department of Homeland Security).
- (7) Compare and assess the causes, conduct, and consequences of the U.S.-led wars in Afghanistan and Iraq.

(a) PROCESS AND LITERACY SKILLS: Process and Literacy Standard 1: Reading Skills.  
The student will develop and demonstrate social studies Common Core reading literacy skills.

(1) Key Ideas and Details

(A) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

(D) Evaluate the reliability of information for primary or secondary sources.

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

(1) Text Types and Purposes

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

(i) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

(ii) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

(iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

(iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

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

(B) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(C) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

(3) Research to Build and Present Knowledge

(A) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

(B) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

(4) Range of Writing

(A) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



(B) Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.

(C) Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.

(3) Content Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.

(A) Assess the spatial dimensions of culture as defined by language, religion, race, ethnicity, and gender.

(B) Analyze and summarize the role the environment plays in determining a region's culture.

(C) Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

(D) Compare and contrast the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores and sets of beliefs which determine a sense of place.

(E) Summarize the impact of the world's major religions of Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism on modern societies.

(4) Content Standard 4: The student will evaluate textual and visual evidence to explain the political organization of space.

(A) Describe and summarize the different forces that shape the evolution of the contemporary world's political map including the rise of nation-states.

rural communities, the types of transportation, communication, and trade linkages among rural areas, and the impact of modern migration to urban centers.

(6) Content Standard 6: The student will evaluate textual and visual evidence to analyze the impact of industrialization on economic development.

(A) Examine the changing roles of natural resources, energy, and technology resulting in the Industrial Revolution.

(B) Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.

(C) Compare and contrast contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Middle East.

(D) Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.

(E) Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization and economic restructuring, globalization, and international division of labor.

(7) Content Standard 7: The student will evaluate textual and visual evidence to analyze cities and urban land use.

(A) Examine the origin, development, and character of cities including the impact of the environment on location, the political, economic, and cultural functions of cities, historical distribution of cities, and the types of transportation,



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Title 70. Schools

## Oklahoma Statutes Citationized

### Title 70. Schools

#### Chapter 1 - School Code of 1971

#### Article Article XI - Curriculum

#### Section 11-103.6a - Title 70. Schools

Cite as: 70 O.S. § 11-103.6a (OSCN 2012)

A. Each area of subject matter curriculum, except for technology curriculum, adopted by the State Board of Education for implementation by the beginning of the 2003-04 school year shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further improvements in the quality of education for the students of this state.

B. By August 1, 2010, the State Board of Education shall adopt revisions to the subject matter curriculum adopted by the State Board for English Language Arts and Mathematics as is necessary to align the curriculum with the K-12 Common Core State Standards developed by the Common Core State Standards Initiative, an effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. The revised curriculum shall reflect the K-12 Common Core State Standards in their entirety and

**RULE IMPACT STATEMENT**  
**STATE DEPARTMENT OF EDUCATION**

**Title 210: 15-23-10**

- a. **What is the purpose of the proposed rule change?**  
Proposed rule establishes a process for withholding gifted and talented education funds for school districts who fail to submit a statutorily required gifted and talented education report by August 1 of each school year. The proposed rule allows for withholding of gifted and talented funds until reporting requirements are met, pursuant to 70 O.S. § 3-104(13).
- 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 districts who fail to comply with statutorily required reporting requirements will be affected by the rule. This reporting requirement is an existing statutory mandate, and no cost is associated with implementation.
- c. **What classes of persons will benefit from the proposed rule change?**  
State Department staff charged with ensuring implementation of gifted and talented education laws.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
There is no economic impact to individuals or political subdivisions, as gifted and talented funds are distributed upon a school district complying with statutory reporting

**210:15-23-10. Failure to Report**

Any school district who fails to submit an expenditure report to the State Department of Education by August 1 of each school year as required by 70 O.S. § 1210.307(D) shall have State Aid for gifted and talented programs withheld pursuant to 70 O.S. § 3-104(13) until all reporting requirements have been met.



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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 20 - Gifted and Talented Children

Section 1210.307 - Provisions for Gifted Child Educational Programs

**§ 1210.307 . Provisions for Gifted Child Educational Programs**

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Cite as: O.S. §, \_\_\_

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A. It shall be the duty of each school district to provide gifted child educational programs and to serve those children, as defined in Section 1210.301 of this title, who reside in that school district. This duty may be satisfied by:

1. The district directly providing gifted child educational programs for such children;
2. The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;

planning, child identification process and program evaluation;

5. Required competencies and duties of gifted child educational program staff;

6. Number and percentage of students identified by the district as gifted children pursuant to subparagraph g of paragraph 2 of subsection B of Section 70-18-201 of this title; and

7. A budget for the district gifted child educational programs.

D. At the conclusion of the 1994-95 school year and each school year thereafter, the board of education of each school district shall prepare a report which outlines the expenditures made by the district during that year for gifted child educational programs. For districts which receive six percent (6%) or more of their total State Aid money for gifted and talented programs or which received One Million Dollars (\$1,000,000.00) or more in State Aid for gifted and talented programs for the preceding year, the report shall identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System, as adopted by the State Board of Education pursuant to Section 5-135 of this title. All other districts shall identify expenditures by major object codes. Copies of the report shall be sent to the State Department of Education by August 1 of each year.

E. The State Department of Education shall, after each school year, report to the President Pro Tempore of the Senate and the Speaker of the House of Representatives concerning the number of children identified for the programs, number of children served by the programs, type of programs provided, type of screening procedures utilized, cost analysis of the programs and the estimated number of gifted and talented children unserved by the programs.

***Historical Data***



|                                  |                              |                                     |                                |                              |                            |  |
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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**

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Cite as: 70 O.S. § 3-104 (OSCN 2012)

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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



- 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,

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

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***

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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.

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

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|-----------------------|---|---------------------|
| <u>1995 OK AG 38,</u> | <u>Question Submitted by: The Honorable Don McCorkell, Oklahoma House of Representatives, District 72</u> | Cited               |
| <u>1996 OK AG 73,</u> | <u>Question Submitted by: The Honorable Sandy Garrett, State Superintendent of Public Instruction</u>     | Discussed at Length |
| <u>1997 OK AG 89,</u> | <u>Question Submitted by: The Honorable Al Lindley, State Representative, District 93</u>                 | Cited               |
| <u>1999 OK AG 36,</u> | <u>Question Submitted by: The Honorable Sandy Garrett, State Superintendent of Public Instruction</u>     | Cited               |
| <u>1999 OK AG 64,</u> | <u>Question Submitted by: The Honorable Sandy Garrett, State Superintendent of Public Education</u>       | Discussed           |

**Oklahoma Court of Civil Appeals Cases**

| Cite   | Name   | Level     |
|--|--|-----------|
| <u>1989 OK CIV APP 84, 789 P.2d 251, 61 OBJ 861,</u> | <u>State ex rel. Pate v. Independent School Dist. No. 67 of LeFlore County, OKL.</u> | Cited     |
| <u>1992 OK CIV APP 153, 842 P.2d 767, 64 OBJ 42,</u> | <u>Patrick v. State ex rel. State Bd. of Educ.</u>                                   | Discussed |

**Oklahoma Supreme Court Cases**

| Cite  | Name   | Level     |
|---|--|-----------|
| <u>1989 OK 92, 776 P.2d 553, 60 OBJ 1556,</u> | <u>Jet-Nash School Dist. No. 1-4 of Alfalfa County v. Cherokee School Dist. No. 1-46 of Alfalfa County</u> | Discussed |
| <u>1975 OK 154, 543 P.2d 1370,</u>            | <u>MARTIN v. HARRAH INDEPENDENT SCHOOL DISTRICT</u>  | Cited     |
| <u>1980 OK 91, 613 P.2d 466,</u>              | <u>State ex rel. Thompson v. Ekberg</u>  | Discussed |
| <u>1985 OK 54, 711 P.2d 77, 56 OBJ 1554,</u>  | <u>State ex rel. May v. Seneca-Cayuga Tribe of Oklahoma</u>  | Cited     |

**Title 68. Revenue and Taxation**

| Cite                     | Name  | Level               |
|--------------------------|---|---------------------|
| <u>68 O.S. 2357.206,</u> | <u>Taxpayer Credits - Review of Application - Eligibility</u> | Discussed at Length |

**Title 14A. Consumer Credit Code**

| Cite                   | Name                               | Level |
|------------------------|------------------------------------|-------|
| <u>14A O.S. 1-303,</u> | <u>Index of Definitions in Act</u> | Cited |

**RULE IMPACT STATEMENT**  
**STATE DEPARTMENT OF EDUCATION**

**Title 210**

**Chapter 20**  
**Subchapter 9**

- a. **What is the purpose of the proposed rule change?**  
Proposed rules establish two certifications. First, proposed rules provide for the State Department of Education to issue a world language certification to individuals who meet qualifications and score intermediate-high on a national exam in a foreign language in which Oklahoma has no current subject-matter competency examination. Second, proposed rules establish a process for the State Department of Education to issue international visiting teacher certification, pursuant to 70 O.S. § 3-104(6).
- 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 who wish to be certified in a foreign language in which Oklahoma has no current subject-matter competency exam will be affected by this rule. Also, individuals seeking visiting teacher certification will be affected by this rule.
- c. **What classes of persons will benefit from the proposed rule change?**  
School districts and students will benefit from this rule, as the study of foreign language will be more readily available. Teachers will also benefit from the proposed rule, as they

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.

- k. **Statutory Authority:**

70 O.S. 3-104(6)

70 O.S. 6-182, *et seq.*

70 O.S. 11-103.6

**210: 20-9-104 Certification for languages with no subject area examination**

(a) The Oklahoma State Department of Education (OSDE) shall issue a world language certification to qualified applicants who meet eligibility requirements in a world language for which there is no state competency examination.

(b) A qualified applicant seeking certification in a world language for which there is no state competency examination must obtain a score of at least “intermediate-high” on the following exams administered by the American Council on the Teaching of Foreign Languages (ACTFL) in the foreign language the applicant is seeking certification:

(1) The Oral Proficiency Interview (OPI) or the Oral Proficiency Interview Computer (OPIc); and

(2) The Writing Proficiency Test (WPT)

(c) The testing assessments listed in section (b) of this rule are the only testing assessments which may be used as appropriate subject area assessments in languages for which a state competency examination does not exist.

(d) Applicants holding a valid Oklahoma traditional or alternative credential may add a world language for which no state competency examination exists by meeting the requirements listed in sub-section (b) of this rule.

(e) Applicants seeking certification in a world language for which there is no state competency examination who do not hold an Oklahoma traditional or alternative credential must meet the requirements of sub-section (b) of this rule and must qualify for an Alternative Placement Teaching Certificate. Applicants seeking certification pursuant to this section must comply with all statutory requirements of the Alternative Placement Program listed in 70 O.S. § 6-122.3.



**210:20-9-98. Administrative requirements of teacher certification**

(a) **Evaluation of foreign credentials.** Foreign credentials must be either analyzed by a recognized translation service or an Oklahoma college before the State Department of Education will accept them.

(b) **Noncitizens of the United States.** Requirements for noncitizens seeking an Oklahoma teaching credential are as follows:

(1) Noncitizens of the United States will be required to submit an unexpired United States Citizenship and Immigration Services (USCIS) employment authorization document with the application before an Oklahoma teaching credential may be issued.

(2) The Oklahoma teaching credential may be issued/reissued for no longer than the validity of the employment authorization document.

(c) **Noncitizen Visiting Teacher Certification.** The State Board of Education may, upon request of a local school district, issue an international visiting teacher certification pursuant to 70 O.S. § 3-104(6).

(A) An international visiting teacher certification may be issued to applicants who meet the following criteria:

(1) Applicant presents a document from an accredited public school district in this state offering employment following certification;

(2) Applicant must be a citizen of a country other than the United States and hold a J-1 visa issued by the United States Department of State;

(1) College transcripts and other supporting documents will neither be duplicated by nor released by the State Department of Education.

(2) An original out-of-state teaching certificate may be returned, upon written request, to the applicant.

~~(d)~~ (e) Multiple applications. When application is made at the same time for two (2) or more certificates of the same class, only a single processing fee will be charged.

(1) Applications may be made for multiple classes of certificates on one (1) form. There is a fee for each class.

(2) When application is made at different times for two (2) or more certificates, a fee will be charged for each certificate requested.

~~(e)~~ (f) Duplicate/update certificates. A certificate/license may be duplicated or updated by submitting a written request and paying the fee.

~~(f)~~ (g) Change of name. A legal change of last name on a certificate/license may be accomplished at any time upon written request and paying the fee.

~~(g)~~ (h) Refusal of certification. No certificate/license will be issued unless all requirements for the certificate/license in question are fully met. In addition, no certificate/license will be issued if the attempt to become certified is based on misrepresentation, forgery, or fraud.

~~(h)~~ (i) Grounds for cancellation of certificates. Any certificate/license, credential, or endorsement obtained by misrepresentation, forgery, fraud, or issued by error will be cancelled.

Upon written request the holder must surrender the certificate/license in question to the State

~~(k)~~ (l) Extending provisional certificates. A request for extension of validity of any expired provisional certificate will be presented to the State Board of Education only when extenuating circumstances seem to justify its consideration. These requests shall be submitted in writing by the employing superintendent. A superintendent who holds an expired provisional certificate needs to have the president of the local board of education make the written request.

~~(j)~~ (m) Degree/college credit accepted for certification regulations. Only degrees conferred by state- or regionally accredited colleges and universities recognized by the Oklahoma State Board of Education will be accepted by the Professional Standards Section as part of the requirements for teacher certification. Only work completed in state and regionally accredited colleges and universities, or transfer credit validated by them, will be accepted as a basis for teacher certification. For purposes of Oklahoma certification, state-accredited colleges and universities are considered to be colleges and universities accredited by the Oklahoma State Regents for Higher Education or their counterpart in other states (a statewide higher education coordinating board/agency of control). Regionally accredited colleges and universities are considered to be colleges and universities accredited by regional institutional accrediting bodies recognized by the United States Department of Education.

~~(m)~~ (n) Fee for duplicate licenses and certificates. The State Board of Education shall charge and collect reasonable fees for the issuance and duplication of licenses and certificates.



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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

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Cite as: 70 O.S. § 3-104 (OSCN 2012)

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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

- 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,

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. Be and is hereby designated to secure and administer the benefits of the National School Lunch Act, Public Law 396 of the

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.

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***

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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.





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Title 70. Schools

## Oklahoma Statutes Citationized

### Title 70. Schools

#### Chapter 1 - School Code of 1971

#### Article Article VI-A - Teacher Licensure and Certification

#### Section 6-184 - Title 70. Schools

Cite as: O.S. §. \_\_\_

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A. Beginning July 1, 1997, the Oklahoma Commission for Teacher Preparation shall have authority for approval and accreditation of teacher education programs and for assessment of candidates for licensure and certification according to the provisions of the Oklahoma Teacher Preparation Act. As part of this duty the Oklahoma Commission for Teacher Preparation shall:

1. Include the State Board of Education in the process;
2. Review and assess approved, accredited and new programs of teacher education; and
3. Encourage studies and research designed to improve teacher education.

The State Board of Education shall accord the recommendations due deliberation in its subsequent consideration of the adoption of each rule. If the action of the State Board of Education on a proposed rule is not consistent with the recommendation made by any of the reviewing entities, within ten (10) days of the State Board of Education's formal action on the rule, the State Board of Education shall submit a report providing justification for its action to the Education Oversight Board.

D. The Oklahoma Commission for Teacher Preparation, the Oklahoma State Regents for Higher Education and the State Board of Career and Technology Education shall have authority to recommend to the State Board of Education rules for adoption in the areas of teacher licensure and certification, residency and professional development. Any such rule recommended shall be considered by the State Board of Education within sixty (60) days of the receipt of the rule by the same process provided in subsection C of this section for rules proposed by the State Board of Education.

### *Historical Data*

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Added by Laws 1995, c. 322, § 5, eff. July 1, 1995; Amended by Laws 2001, HB 1214, c. 33, § 80, emerg. eff. July 1, 2001 ( superseded document available ).

### *Citationizer® Summary of Documents Citing This Document*

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| <b>Oklahoma Attorney General's Opinions</b> |   |           |
| Cite  | Name  | Level     |
| <u>2000 OK AG 6,</u>                        | <u>Question Submitted by: The Honorable Sandy Garrett, State Superintendent of Public Instruction</u> | Discussed |

**RULE IMPACT STATEMENT: FINANCE**  
**STATE DEPARTMENT OF EDUCATION**

- a. **What is the purpose of the proposed rule change?**  
The purpose of the proposed rule change is to provide clarification to the term “deficiencies” in the existing rule and identify situations that would be considered as a deficiency. (Authority to 70 O.S. 3-104, et seq. 70 O.S. 5-135.4, 70 O.S. 5-135, et seq.)
- 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?**  
There is no cost associated with this rule. This will provide clarification to audited school districts who are affected by this rule.
- c. **What classes of persons will benefit from the proposed rule change?**  
The Department of Education and the school district will benefit from this change as it provides clarity to an existing rule. The proposed rule change will help the Department of Education and school districts by clearly defining the information the Department seeks to receive from the school district. It is anticipated this will create a more efficient process for requesting clarification and/or corrective action to a finding, recommendation, exception, or a comment noted in the audit report.
- d. **What is the probable economic impact of the proposed rule upon affected classes of persons or political subdivisions?**  
Not applicable.

### **210:25-5-5. Auditing**

(a) The statutes of the State of Oklahoma require the board of education of each school district to cause an annual audit of the district's financial activity. The audit must be made in accordance with State Statutes, State Board of Education Regulations and Federal Office of Management and Budget (OMB) Circular A-133. Audits may be performed only by those auditors possessing basic legal qualifications and admitted to the list of auditors approved by the State Board of Education. The State Board of Education has the option to deny the following year's application of any auditor or audit firm for noncompliance with the "School Audit Law." The auditor or audit firm may make application to be included on the approved list of auditors after one year's suspension. The State Board of Education shall examine each audit report and demand corrections of any existing deficiencies. It is mandatory that State Aid payments be withheld during noncompliance with the "School Audit Law."

(1) "Deficiencies" shall include, but not be limited to, a recommendation, an exception, or comment noted by an auditor in respect to anything concerning a school district's financial audit. This definition is not shall not be interpreted to conflict with the Governmental Auditing Standards or the Office of Management and Budget (OMB) Budget Circular guidance concerning audits of local government entities.

(b) Auditing is process of examining documents, reports, systems of internal control, accounting and financial procedures, and other evidence to ascertain:

- (1) That the statements prepared from the accounts present fairly the financial position and results of financial operations of each of the school's funds;
- (2) That the school administration has properly complied with statutory requirements and the rules and regulations of the State Board of Education in the conduct of its

(6) The school district shall establish the funds prescribed or authorized by law and necessitated by sound financial judgment. The classification of funds shall be faithfully followed in the Estimate of Needs, Accounting System and Financial Reports.

(7) A complete self-balancing group of accounts shall be established for each fund. Each such group will include all the accounts necessary to set forth the financial operations of the fund and to reflect compliance with legal and regulatory provisions.

(8) If a fixed asset fund is maintained, the accounts shall be kept on the basis of original cost, or the estimated cost if the original cost is not available, or in the case of gifts, the appraised value at the time received.

(9) The accounting system shall provide for budgetary control for both revenues and expenditures, and the financial statements will reflect, among other things, budgetary information.

(10) The accounts, except activity funds, shall be maintained on a modified cash basis in accordance with the laws of the State of Oklahoma or a school district may elect to file an application with the State Board of Education to convert to Generally Accepted Accounting Principles (GAAP) accounting. The State Board of Education will approve or reject the application based on the district's ability to implement the practice.

(11) Revenue and expenditures shall be classified in accordance with State Board of Education regulations in order to provide uniform accounting and consistent statistics.

(12) A cost accounting system is required. Cost accounting is in addition to a required financial accounting system, however, and must not be allowed to interfere with its uniform application. Although depreciation is not included in a required accounting system, it should be considered in determining unit cost when a cost accounting system is

(A) Schools which have obtained prior approval from the State Board of Education to use generally accepted accounting principles (GAAP), must use a straight GAAP Governmental Accounting Standards Board (GASB) No. 34 compliant presentation.

(B) Schools using the regulatory basis of accounting as defined by Oklahoma Statutes may use GASB 34 compliant audit report presentations.

(C) Schools using the regulatory basis of accounting as defined by Oklahoma Statutes may use another comprehensive basis of accounting as prescribed by the Oklahoma State Department of Education. An example of a school district single audit report presented in conformity with another comprehensive basis of accounting as prescribed by the Oklahoma State Department of Education is available in the Financial Accounting Section, State Department of Education. Schools need only present the funds and note disclosures that apply to the specific district. The example is not intended to take precedence over professional reporting standards and requirements.

(2) Informational statements will specify

(A) Board members and officers

(B) Statutory bonds

(C) Other fidelity or honesty bonds

(D) Insurance coverage

(E) Other desirable statements

(3) Size of audit report will conform to the specified dimensions:

(A) Length = Maximum, 11"

do generally accepted auditing standards, that auditors state in their report the departures from generally accepted accounting principles. However, any additional audit work must build on the work already done.

(3) The auditor should clearly understand that A-133 audits require the expression of opinions and inclusion of comments in audit reports which go beyond the standard opinions and comments usually presented. Specifically, the audit report shall include:

(A) Financial statements, including footnotes, of the recipient organization.

(B) The auditors' comments on the financial statements which should:

(i) Identify the statements examined, and the period covered.

(ii) Identify the various programs under which the organization received Federal funds, and the amount of the awards received.

(iii) Identify by a schedule showing receipts and disbursements for each grant program.

(iv) State that the audit was done in accordance with the "General Accounting Office Standards for Audit of Governmental Organizations, Programs, Activities, and Functions," the "Guidelines for Financial and Compliance Audits of Federally Assisted Programs," any compliance supplements approved by OMB, and generally accepted auditing standards established by the American Institute of Certified Public Accountants.

(v) Express an opinion as to whether the financial statements are fairly presented in accordance with generally accepted accounting principles. If an unqualified opinion cannot be expressed, state the nature of the qualification.

- (D) A system of encumbrance accounting was maintained which reported the amount obligated, disbursed, remaining unobligated balance, and outstanding unliquidated obligations for each fund and program.
- (E) Obligations reported were actually incurred during the fiscal year or approved program period, and, upon liquidation, were properly adjusted.
- (F) Payments reported: Were actually made to the vendors, contractors and employees; were supported by adequate evidence of delivery of goods or performance of services; and conformed to applicable laws and regulations, including procurement requirements.
- (G) Refunds, discount, etc., were properly applied as reductions of the gross expenditures of the specific funds or programs.
- (H) Costs, direct and indirect, were correctly prorated to the proper funds or programs.
- (I) The same expenditure was not claimed under more than one program or reported as an expenditure for two fiscal or program years.
- (J) Inventory requirements for materials and equipment purchased with federal funds were maintained.





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Title 70. Schools

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article V - School Districts and Boards of Education

Section 5-135 - System for Initiating, Recording, and Paying Contractual Obligations

**§ 5-135. System for Initiating, Recording, and Paying Contractual Obligations**

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Cite as: O.S. §, \_\_\_

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A. The board of education of each school district shall use the following system of initiating, recording and paying for all purchases, salaries, wages or contractual obligations due from any of the funds under the control of such board of education. However, a school district board of education may use the procedures outlined in Section 304.1 of Title 62 of the Oklahoma Statutes for the payment of salaries and wages only if the board so votes. The provisions contained herein shall not apply to the sinking fund and school activity fund.

B. The encumbrance clerk and treasurer of the school district shall each enter the authorized amounts in the \_\_\_\_\_ of the funds to which this system is applied. The authorized amounts of

order date;

2. The ERS may only be used when there is an agreement between the district and the vendor for use of an ERS; and

3. The ERS must be included in the district's journal ledger/accounts payable/purchase order software.

F. The encumbrance clerk shall debit the encumbrances outstanding account and credit the accounts payable account for the amount of the approved bill. The board of education shall determine the extent such costs may fluctuate without additional board action. Minor adjustments not requiring additional board approval shall be referenced to the original encumbrance.

G. An approved bill may be paid by issuing a warrant or check against the designated fund only after ascertaining that proper accounting of the purchase has been made and that the files contain the required information to justify the expenditure of public funds, except as otherwise provided in subsection I of this section. The warrants or checks so issued shall be recorded in an orderly numerical system established by the district. The encumbrance clerk shall charge the warrant or checks against the accounts payable account and credit it to the warrants or checks issued account. Provided, if payment is to be made immediately and the board of education deems it advisable, the postings to the accounts payable account may be omitted and the payment of the approved bill may be credited directly to the warrants or checks issued account. The warrant or check shall show on its face the name of the school district, the date of issue, the payee, the amount, the expenditure classification code, and such other information as may be necessary or desirable. The president and clerk of the board of education shall each sign the warrant or check, or approved facsimile thereby denoting to the public that the warrant or check is for the purpose and within the amount of the appropriation charged.

H. The treasurer shall register the warrant or check in the warrant or check register, charging the appropriation account and crediting the warrants or checks outstanding account of the designated fund. Provided, no warrant or check shall be registered in excess of the appropriation account's balance. All warrants or checks shall be registered in the following manner: Voided warrants or checks shall be registered and filed with the

district's Estimate of Needs and Financial Statement; provided, no such federal aid estimate shall be used in any way to reduce the State Foundation Aid or Incentive Aid for such school district or sustain a protest for the reduction of a tax levy.

### ***Historical Data***

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Amended by Laws 1985, HB 1252, c. 82, § 5, eff. November 1, 1985; Amended by Laws 1988, HB 1935, c. 90, § 20, operative July 1, 1988; Amended by Laws 1990, HB 2167, c. 221, § 10, operative July 1, 1990; Amended by Laws 1998, HB 2909, c. 365, § 10, emerg. eff. July 1, 1998 ([superseded document available](#)); Amended by Laws 2004, HB 2332, c. 361, § 21, emerg. eff. July 1, 2004 ([superseded document available](#)); Amended by Laws 2005, SB 668, c. 472, § 10, emerg. eff. July 1, 2005 ([superseded document available](#)).

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| Cite                           | Name  |
| <a href="#">70 O.S. 5-135.</a> | <a href="#">System for Initiating, Recording and Paying Contractual Obligations</a> |
|                                | Level   |
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Title 70. Schools

## Oklahoma Statutes Citationized

### Title 70. Schools

#### Chapter 1 - School Code of 1971

#### School District Transparency Act

#### Article Article V - School Districts and Boards of Education

#### Section 5-135.4 - Short Title - Availability of School District Expenditure Data

### **§ 5-135.4. Short Title - Availability of School District Expenditure Data**

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Cite as: 70 O.S. § 5-135.4 (OSCN 2012), School District Transparency Act

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A. This section shall be known and may be cited as the "School District Transparency Act".

B. By January 30, 2011, the State Department of Education shall make school district expenditure data available on its website. Data shall be made available in an open-structured data format that may be downloaded by the public and that allows the user to systematically sort, search, and access all data without any fee or charge for access.

E. School districts shall provide information requested by the Department to accomplish the purposes of this section.

F. If a school district maintains a website, the district shall provide the information required in subsection C of this section in the manner prescribed in subsection B of this section on the district website.

G. Nothing in this section shall require the disclosure of information which is required to be kept confidential by state or federal law.

H. The disclosure of information required by this section shall create no liability whatsoever, civil or criminal, to the State of Oklahoma, the State Department of Education, school districts, or any employee thereof for disclosure of required information or for any error or omission in the disclosure.

### ***Historical Data***

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Added by Laws 2010, SB 1633, c. 332, § 1, eff. November 1, 2010.

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