

Priority Academic Student Skills

SOCIAL STUDIES

Overview

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

Oklahoma schools teach social studies in Kindergarten through Grade 12. As a subject area, social studies may be difficult to define, because it is at once multidisciplinary and interdisciplinary. Social studies may be taught as a blend of history, geography, civics, economics, and government in one class, perhaps called “social studies,” or it may be taught as a series of separate discipline-based classes, such as “United States History” and “World Geography,” within a social studies department. However it is presented, social studies as a field of study incorporates many disciplines in an integrated fashion, and is designed to promote civic competence. Civic competence is the knowledge, skills, and attitudes required of students to be able to assume “the office of citizen,” as Thomas Jefferson called it.

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

Core Content Areas

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

History focuses on the written record of human experience, revealing how individuals and societies resolved their problems and disclosing the consequences of their choices. By studying the choices and decisions of the past, students can confront today’s problems and choices with a deeper awareness of their alternatives and the likely consequences. **This content area typically appears in courses and units focusing on Oklahoma history, United States history, regional histories, world history, and social studies.**

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

Civics, Economics, and Government give students a basic understanding of civic life, politics, and government. They help students understand the workings of their political system and that of others, as well as the relationship of American politics and government to world affairs. The goal of civics and government is to develop informed, competent, and responsible citizens who are politically aware and active and committed to the fundamental values and principles of American constitutional democracy. Economics provides students with an understanding of how individuals, communities, states, and nations allocate their sometimes scarce resources. A clear understanding of economics enables students to comprehend the economic forces that affect

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them everyday and helps them to identify and evaluate the consequences of personal decisions and public policies. Students then will understand how a democratic market economy functions, which better prepares them to be producers, consumers, and citizens. **This content area typically appears in courses and units dealing with civics, political science, American government, law, economics, problems of democracy, and social studies.**

Oklahoma schools must provide strong course offerings in these core content areas. Students need a solid basis in history, geography, economics, and government to live and work in their communities today and tomorrow. The key goal of social studies is “promoting civic competence.” Together the core content areas:

- Build an understanding of human history.
- Build an understanding of a citizen’s role.
- Develop a sense of the social studies disciplines and the connections across them.

K-12 Social Studies Themes

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

The social studies themes strengthen curriculum and student learning by:

- Building connections with course content to help students develop an understanding of human history and their civic role, now and in the future.
- Demonstrating how each of the disciplines in social studies affects students’ lives.
- Providing a flow and understanding of the human story.

Note: Some social studies terms used here appear with appropriate definitions and examples at the end of this section of *PASS*.

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Grade 1

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

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

1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.
2. Use children's literature to compare and contrast one's own neighborhood/community to others.

Standard 2: The student will examine neighborhoods/communities from a spatial perspective.

1. Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).
2. Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.
3. Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).
4. Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.
5. Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

Standard 3: The student will analyze the human characteristics of communities.

1. Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.
2. Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the "Star-Spangled Banner"). 
3. Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments). 

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4. Identify and write the names of the school, town/city, state, and nation.
5. Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veterans Day, and Thanksgiving. 📖

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Identify the three basic needs of all people: food, clothing, shelter.
2. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings in other countries). 📖
3. Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear).

Standard 5: The student will understand basic economic elements found in communities.

1. Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, and earn money to buy the things they need).
2. Identify ways people in the neighborhood / community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).

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

Standard 1: The student will develop and practice the process skills of social studies.

1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.
2. Use children's literature to compare and contrast one's own community to others.
3. Identify the order of events on a simple timeline (e.g., holidays, school events, and the student's life).

Standard 2: The student will examine communities from a spatial perspective.

1. Name major landmarks in the community; construct simple maps showing some of these landmarks, the roads connecting them, and directional indicators (north, south, east, and west), and give titles to the maps (e.g., the name of the town).
2. Describe the landmark and cultural features of the community (e.g., historic homes, schools, churches, bridges, parks, and neighborhoods) and compare these with similar features in other parts of the United States.
3. Identify locations on a basic map, write directions for going from one location to another, and use directional indicators to describe locations on the map using both cardinal and intermediate directions.
4. Identify basic landforms and bodies of water (e.g., plains, mountains, rivers, and gulfs), the four oceans, the seven continents, human-made features (e.g., roads and towns).
5. Locate and identify the following on a map of the United States: Oklahoma, the six surrounding states, the Mississippi River, the Great Lakes region, the Rocky Mountains, the Appalachian Mountains, the Great Plains, and the Atlantic and Pacific Oceans.

Standard 3: The student will analyze the human characteristics of communities.

1. Identify examples of rules in the classroom and community, and relate the purposes of those rules (e.g., to help people live and work together safely and peacefully) and the consequences of breaking them.

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2. Provide examples of honesty, courage, patriotism, and other admirable character traits seen in United States history. 📖
3. Explain and demonstrate good citizenship (e.g., obeying classroom rules, taking turns, and showing respect for others and their belongings).
4. Study how history involves events and people of other times and places through legends, folktales, and historical accounts (e.g., Paul Revere's ride, Johnny Appleseed, Betsy Ross, John Henry, and Paul Bunyan) in children's literature. 📖
5. Identify examples of interesting Americans through exposure to biographies of important people of the past (e.g., George Washington, Sacajawea, and Harriet Tubman). 📖

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Describe how location and weather affect the way people live.
2. Identify the choices people make about food, clothing, shelter, occupation, transportation, and recreation.

Standard 5: The student will understand basic economic elements found in communities.

1. Distinguish between basic needs (food, clothing, and shelter) and wants (luxuries), and explain how needs and wants can be met (e.g., earning money, saving, and gifts).
2. Describe the occupations and roles of people in the neighborhood and community who provide goods and services.
3. Describe ways people are paid (e.g., by check, in cash, and with goods), the places to keep their money safe (e.g., the bank), and ways they pay for goods and services (e.g., check, cash, credit card, and barter [trading goods and services]).

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Grade 3

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

Standard 1: The student will develop and practice the process skills of social studies. 

1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies.
2. Examine and use children's literature to compare and contrast his or her own community to other United States and global communities.

Standard 2: The student will examine communities from a spatial perspective.

1. Distinguish among map symbols (e.g., legend references to land, water, roads, and cities) and demonstrate through mental mapping and understanding of relative location, direction, scale, size and shape.
2. Construct simple maps of the seven continents with the essential map elements of title, key, directional indicators, and date.
3. Use the equator and prime meridian to identify the four hemispheres.
4. Develop skills in locating places across the globe using parallels of latitude and meridians of longitude.

Standard 3: The student will analyze the human characteristics of communities.

1. Investigate through children's literature (e.g., fables, legends, and historical fiction) the cultural similarities and differences among people in different regions, and how they have changed over time. 
2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs). 
3. Examine the purposes of government (e.g., providing essential services and protecting people and property from the actions of others) and identify representative leaders and their roles in the community.
4. Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.

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Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Name and locate basic types of climate across the globe (e.g., arctic, temperate, and tropical) and describe how they affect the way people live, including their food, shelter, transportation and recreation.
2. Locate and distinguish among varying landforms and geographic features (e.g., mountains, plateaus, islands, and oceans).
3. Describe how communities depend upon workers with specialized jobs, giving examples of ways in which they contribute to the exchange of goods and services.
4. Describe how people affect and change their environments (e.g., farming, building dams, and putting up yard lights).

Standard 5: The student will develop basic economic decision-making skills.

1. Describe the difference between goods and services; explaining that, at different times and places, people are both consumers and producers of goods and services.
2. Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods and services.
3. Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.) and capital resources (machines, tools, money, etc.) used to produce goods and services.
4. Explain the relationship between saving and spending, and describe the value of setting a financial goal and developing a plan to reach it.

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Grade 4

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

Standard 1: The student will develop and practice the process skills of social studies. 

1. Demonstrate the ability to utilize research materials, such as encyclopedias, almanacs, atlases, newspapers, photographs, visual images, and computer-based technologies.
2. Construct timelines of events in the development of the regions of the United States.
3. Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).

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

1. Interpret geographic information using primary and secondary sources, atlases, charts, graphs, and visual images. 
2. Identify, use, and interpret basic political, physical, and thematic maps and globes. 
3. Construct and use maps of the regions of the United States, the continents, and the world to demonstrate understanding of relative location, direction, latitude, longitude, scale, size, and shape, using appropriate geographic vocabulary, tools, and technologies.
4. Locate on a map and identify the states, their capitals, and major metropolitan centers of the United States by region (e.g., New York City, Los Angeles, Dallas, and Miami).

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

1. Identify the major landforms and bodies of water of the United States.
2. Compare and contrast the vegetation, climate, and spatial distribution of natural resources of the regions.
3. Analyze how the major physical features (e.g., landforms and bodies of water) were formed and continue to change.

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Standard 4: The student will describe the human systems (e.g., migrations, settlements, cultural mosaics, and economic interdependence) identified with the major regions of the United States, including human interaction with the environment.

1. Compare and contrast the human characteristics of early and contemporary human settlements in the regions of the United States.
2. Explain how people are influenced by, adapt to, and alter their environment, including agricultural efforts, housing, occupations, industries, transportation, and communication.
3. Describe how people attempt to resolve geographic challenges (e.g., bridges, dams, tunnels, irrigation systems, and landfills).
4. Describe the development of economic specialization in each region of the United States, including examples of interdependence among regions and connections to global trade.
5. Describe the causes of movement of large groups of people into the United States from other countries and within the United States now and long ago.

Standard 5: The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma. 📖

1. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions (e.g., Sequoyah, the Boomers and the Sooners, and Frank Phillips).
2. Describe major events of Oklahoma's past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
3. Analyze the use of Oklahoma's natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.
4. Identify state and local governing bodies (e.g., the state legislature and city councils) and officials (e.g., governor and mayors) that make laws and carry out laws, with an emphasis on civic participation (e.g., the importance of studying the issues and voting).
5. Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

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Grade 5

The primary focus for fifth grade students relates to the history of the United States from early European explorations to approximately 1850. However, for the Grade 5 criterion-referenced test in Social Studies, the time frame is approximately 1492-1800, or from European contact through the presidential election of 1800. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history. Fifth graders continue to review and strengthen map and globe skills, and interpret geographical information presented in a variety of formats.

NOTE: Standard 1 process skills are integrated throughout the remaining content standards and will be used to assess the content of standards 2, 3, 4, 5, and 7.

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

- *1. Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view.
- *2. Construct timelines from significant events in United States history.

Standard 2: The student will describe the early exploration of America.

1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.
2. Identify the impact of the encounter between Native Americans and Europeans.

Standard 3: The student will examine the growth and development of colonial America.

1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).
2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from various perspectives (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).
3. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe). 

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Standard 4: The student will examine the lasting impact of the American Revolution.

1. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).
- *2. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).
3. Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal" and "life, liberty and the pursuit of happiness").
4. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis). 📖

Standard 5: The student will describe the changing nation during the early federal period.

- *1. Explain the purposes of government.
2. Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays' Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.
3. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.
- *4. Describe the relationship between taxation and government services.

***Standard 6: The student will explore the growth and progress of the new nation.**

- *1. Describe and sequence the territorial exploration, expansion, and settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.
- *2. Explain the impact of Andrew Jackson's presidency (e.g., the role of the "common man" in politics and the significance of Jackson's Indian policy).
- *3. Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit) to the distribution and movement of people, goods, and services.
- *4. Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, and steam power) created an Industrial Revolution in the United States. 📖

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- *5. Examine the abolitionist and women’s suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony). 

Standard 7: The student will review and strengthen geographic skills.

1. Identify, evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms. 
2. Evaluate how the physical environment affects humans and how humans modify their physical environment.
3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).
4. Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living.
- *5. Compare and contrast how different cultures adapt to, modify, and have an impact on their physical environment (e.g., the use of natural resources, farming techniques or other land use, recycling, housing, clothing, and physical environmental constraints and hazards).

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State Accountability,” and scroll down to “Blueprints.”

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WORLD STUDIES Grade 6

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

Standard 1: The student will develop and practice the process skills of social studies.

1. Locate, gather, and analyze information from primary and secondary sources, such as artifacts, diaries, letters, art, music, literature, newspapers, and contemporary media. 
2. 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. 
3. Interpret information from a broad selection of research materials such as encyclopedias, almanacs, dictionaries, atlases and cartoons. 

Standard 2: The student will use geographic representations to draw conclusions.

1. Apply the concepts of scale, orientation, latitude and longitude, and physical regions.
2. Compare political, physical, and thematic maps,
3. Define, recognize, and locate basic landforms and bodies of water on appropriate maps and globes.

Standard 3: The student will analyze selected cultures which have affected our history.

1. Define the characteristics of culture and the role culture played on the development of the world's peoples.
2. Compare and contrast common characteristics of culture, such as language, customs, shelter, diet, traditional occupations, belief systems, and folk traditions. 
3. Evaluate the impact of selected civilizations (such as Egypt, Greece, Rome, Mayan, Incan, and Chinese) on migration and settlement patterns.

Standard 4: The student will compare and contrast political and economic systems.

1. Identify and describe major world political systems and the role of governmental involvement in such systems (such as dictatorships, constitutional monarchies, and representative democracies).
2. Identify and describe major economic systems and the role of governmental involvement and individual decision-making within such systems (such as traditional, command, and market economies).

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WORLD GEOGRAPHY

Grade 7

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

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

- *1. Locate, gather, analyze, and apply information from primary and secondary sources.

- 2. Apply the concepts of scale, distance, direction, relative location, latitude and longitude.
- *3. Construct and use maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns.
- *4. Recognize the characteristics, functions and applications of maps, globes, aerial and other photographs, satellite images, and models.

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

- 1. Define the concept of a region and explain how common characteristics can link and divide regions.
- 2. Identify examples of and reasons for conflict and cooperation among groups, societies, countries, and regions.
- *3. Explain how and why regions change over time.
- 4. Define, recognize, and locate on appropriate maps and globes basic landforms and bodies of water, and major cities, rivers, mountain ranges, regions, biomes, and countries of the world.

Standard 3: The student will examine the interactions of physical systems that shape the patterns of the earth's resources.

- *1. Identify forces beneath and above the earth's crust, explaining the processes and agents that influence the distribution of resources.
- 2. 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).

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

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

1. Compare and contrast common characteristics of world cultures (e.g., language, ethnic heritage, religion, political philosophy, shared history, social systems, and economic systems). 
- *2. Explain patterns and processes of global economic interdependence (e.g., developed and developing countries, economic activities, and world trade).
- *3. Describe how changes in technology, transportation, and communication affect the location of economic activities.
- *4. Recognize and explain the impact of ethnic diversity within countries and major cultural regions.
5. Evaluate issues of population location, growth, and change, including density, settlement patterns, migration, and availability of resources. 

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

1. 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.
2. Evaluate the effects of human modification of and adaptation to the natural environment (e.g., use of the steel plow, crop rotation, types of housing, flood prevention, discovery of valuable mineral deposits, the greenhouse effect, desertification, clear-cutting forests, air and water pollution, urban sprawl, and use of pesticides and herbicides in agriculture).

Standard 6: The student will analyze problems and issues from a geographic perspective using the skills and tools of geography.

1. Evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations (e.g., aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), atlases, almanacs, and computer-based technologies).
- *2. Explain the influence of geographic features on the development of historic events and movements.
- *3. Analyze local, regional, national, and world policies and problems having spatial dimensions (e.g., acid rain and international boundaries; and water quality affected by run-off from poultry and hog farms).

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State Accountability,” and scroll down to “Blueprints.”

Priority Academic Student Skills

UNITED STATES HISTORY 1760-1877 Grade 8

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.

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.

Standard 1: The student will develop and practice process skills in social studies.

- *1. Develop and apply cause and effect reasoning and chronological thinking to past, present, and potential future situations. 
2. 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. 
3. Construct various timelines of United States, highlighting landmark dates, technological changes, major political, economic and military events, and major historical figures. 
4. Locate on a United States map major physical features, bodies of water, exploration and trade routes, and the states that entered the Union up to 1877. 
5. Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs. 
6. Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions. 
7. Interpret patriotic slogans and excerpts from notable quotations, speeches and documents (e.g., “Give me liberty or give me death,” “Don’t Tread On Me,” “One if by land and two if by sea,” “The shot heard 'round the world,” “E Pluribus Unum,” the Declaration of Independence, the Preamble to the Constitution, “Fifty-four forty or Fight,” and the Gettysburg Address). 

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Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Priority Academic Student Skills

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

- *1. Read, write, and present a variety of products, such as tables, charts, graphs, maps, reports, letters, computer presentations, checklists, resumes, brochures, pamphlets, and summaries. 📖
- *2. Write on, speak about, and dramatize different historical perspectives of individuals and groups (e.g., settlers, slaves, indentured servants, and slave holders; Patriots and Loyalists; Federalists and Anti-Federalists; political parties; rural and urban dwellers; and peoples of different cultural, economic, and ethnic backgrounds). 📖
- *3. Write on, speak about, and dramatize different evaluations of the causes and effects of major events (e.g., the American Revolution, the Constitutional Convention, the Industrial Revolution, westward expansion, the Civil War, and Reconstruction). 📖
- *4. Examine the development and emergence of a unique American culture (e.g., art, music, and literature). 📖

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

- 1. 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.
- 2. 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.
- 3. Reconstruct the chronology and recognize the significance of the critical events leading to armed conflict between the colonies and England.
 - a. Colonial opposition to and protests against “taxation without representation” (e.g., the Sons of Liberty and boycotts of British goods).
 - b. The Quartering Act and the Townshend Acts.
 - c. The Boston Massacre.
 - d. The Boston Tea Party and the "Intolerable Acts."
 - e. The First Continental Congress.
- *4. Analyze political, ideological, religious, and economic origins of the Revolution.
- 5. 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.

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

Priority Academic Student Skills

1. Analyze the ideological war between Great Britain and her North American colonies as expressed in the Declaration of Independence.
 - a. Explain the major ideas expressed in the Declaration of Independence and their intellectual origins.
 - b. Describe how key principles of the Declaration of Independence grew in importance to become unifying ideas of democracy in the United States.
2. Explain the significance of the political, economic, geographic and social advantages and disadvantages of each side.
3. Compare and contrast different roles and perspectives on the war (e.g., men and women, white colonists of different social classes, free and enslaved African Americans, and Native Americans).
4. Identify and chronologically detail significant developments, battles and events, including Lexington and Concord, the publication of *Common Sense*, Saratoga, the French Alliance, the Valley Forge encampment, Yorktown, and the Treaty of Paris of 1783, and explain how the colonists won the war against superior British resources.
5. Trace the formation of a national government of the United States by the Second Continental Congress in the Articles of Confederation.
6. Recognize the significance of key individuals, including King George III, Lord North, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Lord Cornwallis, Thomas Jefferson, Patrick Henry, and Thomas Paine. 📖

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

1. Evaluate the provisions of the Articles of Confederation, its provisions, strengths and weaknesses, and the various state constitutions.
2. 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.
3. 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.
4. Identify and explain the fundamental principles of the Constitution, including popular sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.
5. 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.

Priority Academic Student Skills

- *6. 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.
- *7. Describe Alexander Hamilton's economic plan for the United States (e.g., the national bank, redemption of bonds, and protective tariffs).
- 8. 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.
- 9. Describe United States foreign relations and conflicts, territorial disputes, the War of 1812, and the significance of the Monroe Doctrine, the Louisiana Purchase and the acquisition of Florida in the Adams-Onís Treaty.

Standard 6: The student will examine and describe the economy of the United States from 1801 to 1877.

- *1. Describe the economic growth and changes in the United States in science, technology, energy, manufacturing, entrepreneurship, and transportation, including geographic factors in the location and development of United States industries and centers of urbanization (e.g., Industrial Revolution, the early labor movement, and famous entrepreneurs of the time).
- 2. Evaluate the impact in the Northern states of the concentration of industry, manufacturing, and shipping; the development of the railroad system; and the effects of immigration and the immigrant experience.
- 3. Evaluate the impact in the Southern states of the dependence on cotton, the plantation system and rigid social classes, and the relative absence of enterprises engaged in manufacturing and finance.
- 4. Assess the economic, political and social aspects of slavery, the variety of slave experiences, African American resistance to slavery, and the rise of sharecropping and tenant farming.

Standard 7: The student will examine the significance of the Jacksonian era.

- *1. Trace the development of Jacksonian Democracy and explain why the election of Andrew Jackson was considered a victory for the "common man."
- *2. Analyze Jackson's attack on the Second Bank of the United States and the subsequent business cycle of inflation and depression in the 1830s.
- 3. Describe and explain the Nullification Crisis and the development of the states' rights debates.
- 4. 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).

Priority Academic Student Skills

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

- *1. Analyze changing ideas about race and assess pro-slavery and anti-slavery ideologies in the North and South. 📖
2. Explain the fundamental beliefs of abolitionism and the operation of the Underground Railroad. 📖
- *3. Assess the importance of the Second Great Awakening and the ideas and beliefs of its principal leaders. 📖
4. Identify major utopian experiments (e.g., New Harmony, Indiana, and Oneida, New York) and describe the reasons for their formation. 📖
- *5. Examine changing gender roles and the ideas and activities of women reformers. 📖
6. 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. 📖

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

1. 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.
2. Delineate and locate territorial acquisitions (e.g., Texas Annexation, Mexican Cession, and Gadsden Purchase), explorations, events, and settlement of the American West using a variety of resources.
3. Describe the causes and effects of the Louisiana Purchase and the explorations of Lewis and Clark.
- *4. Analyze the causes of Texas independence and the Mexican-American War, and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo.
5. Assess the factors that led to increased immigration (e.g., the Irish potato famine, railroad construction, and employment opportunities) and how ethnic and cultural conflict was intensified.
6. Compare and contrast the causes and character of the rapid settlement of Oregon and California in the late 1840s and 1850s.
- *7. Examine the religious origins and persecution of the Mormons; explain the motives for their trek westward, and evaluate their contributions to the settlement of the West.
8. Describe the importance of trade on the frontiers and assess the impact of westward expansion on Native American peoples, including their displacement and removal and the Indian Wars of 1850s-1870s.
- *9. Evaluate the impact of the Homestead Act of 1862 and the resulting movement westward to “free land”.

Priority Academic Student Skills

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

- *1. Identify and explain the economic, social, and cultural sectional differences between the North and the South.
2. 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.
- *3. Evaluate the importance of slavery as a principal cause of the conflict.
4. 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.
5. Discuss the significance of the presidential election of 1860, including the issues, personalities, and results.

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

- *1. 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.
- *2. 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.
- *3. 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.
- *4. Compare homefront and battlefront roles of women in the Union and the Confederacy.
- *5. 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).
- *6. Explain the provisions of the 13th, 14th and 15th Amendments and the political forces supporting and opposing each.
- *7. Analyze the escalating conflict between the president and Congress, and explain the reasons for and consequences of Andrew Johnson's impeachment and trial.
- *8. Analyze how and why the Compromise of 1877 effectively ended Reconstruction

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Priority Academic Student Skills

ECONOMICS High School

Standard 1: 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. 

Standard 2: 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 nonprice 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.

Standard 3: 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.

Standard 4: The student will describe the role of economic institutions (e.g., banks, labor unions, corporations, legal systems, and not-for-profits) in a market economy.

1. Evaluate the impact of different institutions in a market economy (e.g., the legal system ensuring private property rights, banks matching savers with borrowers, and corporations allowing people to pool their incomes and provide future income through investing in stocks).
2. Describe how some institutions (e.g., labor unions, religious organizations, and not-for-profits) work to promote the goals of certain interest groups. 

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Priority Academic Student Skills

Standard 5: The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

1. Explain how individuals, businesses and the overall economy benefit from using money. 
2. Determine the components of the money supply in the United States (e.g., currency, coins, and checking account deposits).
3. Identify the different functions of money and give examples of each.
4. Explain how the value of money is determined by the goods and services it can buy.

Standard 6: The student will evaluate the role of interest rates in a market economy.

1. Identify current interest rates on different kinds of savings instruments and loans, and compare those rates with current interest rates on credit cards.
2. Discuss the relationship between interest rates and inflation rates, and determine how changes in real interest rates impact people's decisions to borrow money and purchase goods.
3. Determine the factors affecting the differences in interest rates (e.g., new *versus* used car loans, home mortgages, and "good" *versus* "bad" credit ratings).

Standard 7: The student will explain the role of entrepreneurs, risks, and profits in a market economy.

1. Identify an entrepreneur and describe how his/her decisions affect job opportunities for others. 
2. Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product, and determine the nonfinancial incentives that motivate them, and the risks or disincentives they face.

Standard 8: 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.

Standard 9: 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.

Priority Academic Student Skills

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.

Standard 10: The student will explain the role of inflation and unemployment in an economic system.

1. Define inflation and unemployment, and explain the impact they have on an economy.
2. Determine when the United States historically has faced high unemployment, high inflation, low unemployment, and low inflation; and identify the economic conditions that existed during those times. 
3. Give examples of the types of unemployment and analyze the differences among them.
4. Determine how inflation is measured and the impact it has on different sectors of the economy.

Standard 11: The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

1. Identify historical examples of fiscal policies, and explain why they were adopted. 
2. Determine the differences between federal deficits and surpluses, and their impact on the economy.
3. Examine the tools of monetary policy and its impact on the economy.
4. Determine when the federal government and the Federal Reserve should use expansionary or contractionary policies.

Priority Academic Student Skills

OKLAHOMA HISTORY High School

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

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media). 
2. Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite-produced images, and computer-based technologies. 
3. Interpret information from a broad selection of research materials (e.g., encyclopedias, almanacs, dictionaries, atlases, and cartoons). 
4. Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections). 

Standard 2. The student will describe both European and American exploration and claims to the territory that would become Oklahoma.

1. Explain the significance of early Spanish and French expeditions (e.g., Coronado, Oñate, and LaHarpe).
2. Evaluate the lasting impact of American exploration, including the Pike, Wilkinson, and Long expeditions.
3. Analyze the impact of territorial claims on the development of the state of Oklahoma, including the Louisiana Purchase and Adams-Onís Treaty.

Standard 3. The student will evaluate the social, economic, and political development and contributions of Native Americans from prehistoric settlement through modern times.

1. Identify and describe significant phases of prehistoric cultures, including the Paleo Indians (Clovis points), Archaic Indians (Folsom points), the Mound Builders, and the Plains Tribes.
2. Trace the movement of other North American peoples into present-day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes.
3. Compare and contrast cultural perspectives (e.g., land ownership and use, agricultural methods, production and distribution of commodities, and trading practices) of Native Americans and European Americans.

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Priority Academic Student Skills

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). 

Standard 4. 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).

Standard 5. 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.

Standard 6. The student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.

1. Locate the significant physical and human features of the state on a map (e.g., major waterways, cities, natural resources, military installations, major highways, and major landform regions).
2. Examine how economic cycles (e.g., the Great Depression and the Dust Bowl, and oil boom and bust) have affected and continue to affect major sectors of state employment (e.g., fossil fuels, timber, mining, tourism, the military, and agriculture).

Standard 7. The student will examine major cultural and ethnic groups represented in Oklahoma.

1. Identify cultural and ethnic groups in Oklahoma (e.g., African Americans, Eastern Europeans, Italians, Germans, and Vietnamese) and explore the causes and effects of their immigration and settlement patterns.
2. Trace the cultural, political, and economic contributions of these groups.

Priority Academic Student Skills

Standard 8. The student will examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.

1. Identify significant individuals and their contributions (e.g., Jerome Tiger, Frank Phillips, Kate Barnard, Angie Debo, Ada Lois Sipuel, Clara Luper, George Lynn Cross, Ralph Ellison, Robert S. Kerr, Henry Bellmon, and Reba McEntire). 
2. Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption (e.g., Ku Klux Klan activities; the prosecutions and convictions of Governor David Hall and the county commissioners) on Oklahoma history.
3. Examine the historical evolution of race relations in Oklahoma (e.g., the significance of Jim Crow laws, the Tulsa Race Riot, and the contributions of Governor Raymond Gary to the peaceful integration of public facilities).
4. Examine and evaluate the causes and effects of terrorism in Oklahoma, including the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995, the responses of Oklahomans to the event, and the creation of the Oklahoma City National Memorial. 

Priority Academic Student Skills

UNITED STATES GOVERNMENT High School

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

1. Identify, analyze, and interpret primary and secondary sources, such as artifacts, letters, photographs, art, documents, newspapers, and contemporary media (e.g., television, motion pictures, and computer-based technologies) that reflect events in United States government and politics. 
2. Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs. 
3. Make distinctions among propaganda, fact and opinion; evaluate cause and effect relationships; and draw conclusions in examining documentary sources. 
4. Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights *versus* the common good, and problems of intolerance toward cultural, ethnic, and religious groups). 

Standard 2: 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.

Standard 3: 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.

Standard 4: 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.

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Priority Academic Student Skills

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).

Standard 5: The student will compare and contrast how governments are organized in terms of the number of people who have access to power (i.e., despotism, oligarchy, republic, and democracy), where power is located (i.e., unitary, federal, and confederal), and the relationship between the legislative and executive branches (i.e., presidential and parliamentary).

Standard 6: The student will analyze and describe examples of fundamental United States constitutional principles contained in the *Magna Carta*, English Bill of Rights, Declaration of Independence, Articles of Confederation, Constitution, *Federalist Papers*, and the Bill of Rights and subsequent amendments.

Standard 7: The student will identify and explain the fundamental concepts of the system of government of the United States.

1. The equality of all citizens under the law
2. Majority rule and minority rights
3. The fundamental worth and dignity of the individual
4. The necessity of compromise
5. Individual freedom
6. The rule of law
7. Constitutionalism and limited government
8. Democracy and republicanism
9. Consent of the governed
10. Liberties, privileges, rights, and responsibilities

Standard 8: The student will analyze the United States Constitution.

1. Purposes expressed in the Preamble
2. Branches of government
3. Powers and limitations
4. Amendment process

Standard 9: 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

Priority Academic Student Skills

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

Standard 10: 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).

Standard 11: 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. 📖

Standard 12: 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.

Standard 13: The student will explain the rights, responsibilities, and benefits of citizenship in the United States, such as voting, jury duty, obedience to lawful authority, and private ownership of property.

Standard 14: The student will compare and contrast the political and economic systems of the United States with those of major democratic and authoritarian nations. 📖

Standard 15: The student will identify and distinguish among the units of local government in Oklahoma (i.e., counties, cities, towns, and regional authorities) by analyzing local public issues.

Standard 16: The student will develop and practice the skills needed for informed participation in public affairs, including analyzing public issues, examining candidates for public office, evaluating the performance of public officials, and communicating with public officials. 📖

Priority Academic Student Skills

UNITED STATES HISTORY 1850 to the Present High School

The focus of the course in United States History for Grades 9-12 is the immediate pre-Civil War era to the present (1850-present). However, for the high school *ACE U.S. History* examination, the time frame is approximately 1850-1975, or approximately from the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam.

NOTE: Standard 1 social studies process skills should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 social studies process skills will be measured and reported within each of the content standards (1, 2, 3, 4, 5, and 6). Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various U.S. History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.

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

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

Book icons () identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Process Standard 1: The student will demonstrate process skills in social studies.

1. Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies). 
- *2. Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity. 
3. Distinguish between fact and opinion in examining documentary sources. 
4. Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections). 
5. Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies. 

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- *6. 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. 📖

Content Standard 1: The student will analyze causes, key events, and effects of the Civil War/Reconstruction era. 📖

1. Examine the economic and philosophical differences (e.g., sectionalism, popular sovereignty, states' rights debate, nullification, abolition, and tariffs) between the North and South, as articulated by Daniel Webster and John C. Calhoun. 📖
2. Trace the events leading to secession and war (e.g., the *Compromise of 1850*, the *Fugitive Slave Act*, the *Kansas-Nebraska Act*, "Bleeding Kansas," the Dred Scott case, John Brown's Raid on Harpers Ferry, 1860 presidential election, secession of South Carolina, and the attack on Fort Sumter). 📖
3. Identify political and military leaders of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison). 📖
4. Interpret the importance of critical developments in the war, including major battles (e.g., Fort Sumter, "Anaconda Plan," Bull Run, Gettysburg, Vicksburg, Antietam, battle of the *Monitor* and *Merrimack*, and the North's "total war strategy"), the Emancipation Proclamation, and Lee's surrender at Appomattox. 📖
5. Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution. 📖
6. Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen's Bureau, sharecropping, Black Codes, Ku Klux Klan, Carpetbaggers, scalawags, *Plessy v. Ferguson*, and Jim Crow laws). 📖

Content Standard 2: The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society. 📖

1. Analyze the impact of immigration, migration and settlement patterns. 📖
 - A. 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. 📖
 - *B. Examine ethnic conflict and discrimination. 📖
 - C. 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. 📖
 - D. 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). 📖

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- E. 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. 📖
2. Evaluate the impact of industrialization on American society. 📖
- A. 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, and the western cattle drives). 📖
- B. Describe the effects of the "muckrakers" (e.g., Carey Nation, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women's Suffrage, Temperance, Populism, and the Grange Movement) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply (e.g., *Sherman Anti-trust Act* and Triangle Shirtwaist Factory Fire). 📖
- *C. Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy. 📖
- D. Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workplace protections, conservation of natural resources, increased political strength of third parties, the direct primary, initiative petition, referendum, and recall). 📖
- *E. Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems. 📖

Content Standard 3. The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century. 📖

1. Evaluate the motivations and impact of American Imperialism on international relations. 📖
- A. Identify the goals of and reasons for imperialism (e.g., Open Door Policy, annexation of Hawaii, influence of Admiral Alfred T. Mahan, and the concept of "white man's burden") explaining its impact on developed and developing nations (e.g., "banana republic"). 📖
- B. Analyze the role of the Spanish-American War in the development of the United States as a world power (e.g., yellow journalism, Rough Riders, *Platt Amendment*, *Teller Amendment*, territorial acquisitions, and contributions of Admiral George Dewey). 📖
- C. Evaluate the reasons for United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal. 📖
- D. Compare and contrast the strengths and weaknesses of Theodore Roosevelt's foreign policy and other presidential foreign policies from 1890-1910, including

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“Big Stick Diplomacy,” “Dollar Diplomacy,” “Missionary Diplomacy,” the Great White Fleet, *Roosevelt Corollary*, and interventionism. 

2. Evaluate the causes and effects of World War I on American politics, economy, and society. 
 - A. 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). 
 - B. 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*). 

Content Standard 4: The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars.

1. Compare and contrast cultural, economic, and social events and trends between the World Wars. 
 - A. 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”). 
 - B. 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). 
 - C. Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society. 
 - D. Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot, the resurgence of the Ku Klux Klan, the “Back to Africa” Movement and Marcus Garvey, the rise of industrial unions, and the labor sit-down strikes). 
2. Analyze the effects of the destabilization of the American economy. 
 - *A. Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers. 
 - B. Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy or *laissez-faire* policy). 
 - C. Examine changes in the business cycle (e.g., the “Black Tuesday” Stock Market Crash and bank failures), weaknesses in key sectors of the economy (e.g., agriculture and manufacturing), and government economic policies in the late 1920s. 

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- D. Analyze the effects of the Stock Market Crash between October 1929 and March 1933 (e.g., unemployment, the shrinking economy, Herbert Hoover’s economic policies, the “Bonus Army,” Securities and Exchange Commission, “Hoovervilles,” and the presidential election of 1932). 
- 3. Analyze the Great Depression, the Dust Bowl, and the New Deal economic policies. 
 - A. Evaluate the impact of the Great Depression, the Dust Bowl (e.g., migration of the Okies and exodusters), and the New Deal economic policies on business and agriculture, as well as on the American people, their culture and political behavior. (e.g., FDR’s court packing plan and the “fireside chats”). 
 - B. Assess the impact of the expanded role of government in the economy since the 1930s. (e.g., FDR’s “New Deal,” deficit spending and new federal agencies – Social Security Administration, FDIC, TVA, WPA, and CCC). 
 - C. 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). 

Content Standard 5: The student will analyze the major causes, events, and effects of United States’ involvement in World War II.

- 1. Examine changes in American society and government policy as the nation prepared for and entered World War II. 
 - *A. 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. 
 - B. 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*). 
 - C. 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). 
- 2. Describe events affecting the outcome of World War II. 
 - A. 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). 
 - B. Analyze public and political reactions in the United States to the events of the Holocaust (e.g., Nuremburg War Trials). 

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Content Standard 6: The student will analyze the foreign and domestic policies of the United States since World War II.

1. Analyze the origins, international alliances, and efforts at containment of Communism. 
 - A. Identify the origins of the Cold War and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba (e.g., the postwar division of Europe, the Warsaw Pact, the “Iron Curtain,” the Marshall Plan, the Berlin Airlift, the Berlin Wall, the Bay of Pigs Invasion, and the Cuban Missile Crisis). 
 - B. Evaluate the United States’ attempts at the containment of Communism including the Truman Doctrine and the involvement of the United Nations in the Korean War. 
 - C. Describe the fear of communist influence within the United States including the McCarthy hearings (e.g., the Second Red Scare and various congressional hearings). 
2. Describe events which changed domestic and foreign policies during the Cold War and its aftermath. 
 - A. Examine the proliferation of nuclear weapons and the arms race (e.g., *Sputnik* and the space race; development and effects of nuclear weapons; the Rosenbergs’ spy trial; and the SALT treaties). 
 - B. Describe the role of the United States in the formation of the United Nations, NATO, and SEATO. 
 - C. Evaluate the causes and long term foreign and domestic consequences of United States’ military commitments in Southeast Asia, including the Vietnam War (e.g., “Domino Theory;” the *Tonkin Gulf Resolution*; the Tet Offensive; the presidential elections of 1968 and 1972; student protests; expanded television coverage of the war; and the *War Powers Act*). 
 - *D. Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, including South Africa. 
 - *E. 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. 
3. Analyze the economic, social, and political transformation within the United States since World War II. 
 - A. 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-ins 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*). 

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- B. 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. 📖
- *C. Examine the technology revolution and its impact on communication, transportation, and industry. 📖
- *D. Assess the impact of violent crime, and illegal drug use and trafficking. 📖
- *E. Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy. 📖
- F. Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and César Chavez), major issues, and scandals, including the Watergate Scandal, and major trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates). 📖
- *G. Examine the postwar rise in the standard of living, the OPEC Oil Embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s. 📖
- *H. Evaluate the impact of political scandals (e.g., Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior. 📖
- I. Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, the Warren Court, *Gideon v. Wainwright*, and *Miranda v. Arizona*). 📖
- *J. Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues to the present. 📖
- *K. Describe and evaluate the ongoing globalization of the United States' and the world's economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news"). 📖
- *L. Evaluate the rise of terrorism and its impact on the United States; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; and the policies and actions of the U. S. Government to respond to and counter terrorism (e.g., PATRIOT ACT and the creation of the Department of Homeland Security). 📖
- *M. Compare and assess the causes, conduct, and consequences of the U.S.-led wars in Afghanistan and Iraq. 📖

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each PASS standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index in the upper right-hand corner, then click “S” to go to “Student Assessment,” then click on “State Accountability,” and scroll down to “Blueprints.”

Priority Academic Student Skills

WORLD GEOGRAPHY

High School

Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore, describe, analyze, and seek to understand the spatial arrangement of objects and people on earth's surface. Students will use the skills and tools of geography to examine the world and its inhabitants from a spatial perspective, solve problems of geographic dimensions and make informed decisions based upon solid research.

Standard 1: The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.

1. Apply geographic representations and technologies to depict, analyze, explain and solve geographic problems.
2. Demonstrate the use of mental maps to organize information about people, places, and environments in a spatial context.
3. Analyze the spatial organization of people, places, and environments on earth's surface.
4. Design appropriate forms of maps incorporating elements of geographic information such as: relative/absolute location, direction, size, shape, elevation, and scale.
5. Recognize the different map projections and explain the concept of distortion.

Standard 2: The student will use the concepts of places and regions as the basic units of geographic inquiry.

1. Identify the human and physical characteristics of particular places and regions.
2. Conduct regional analysis of geographic issues and questions.
3. Explain how culture and experience influence people's perceptions of places and regions and how these perceptions change over time.

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

1. Identify and describe the components of the earth's physical system (e.g., atmosphere, lithosphere, biosphere, and hydrosphere).
2. Explain how earth's physical systems and processes shape the patterns found on earth's surface.
3. Describe the characteristics and spatial distribution of ecosystems on earth's surface.

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4. Analyze patterns of natural phenomena such as earthquakes, volcanic eruptions, tornadoes, and hurricanes.

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

1. Identify and describe the characteristics, distribution, and impact of migration of human populations on earth's surface and cultures.
2. Interpret the patterns and networks of economic interdependence on earth's surface.
3. Explain how the processes, patterns, and functions of human settlement have changed over time. 📖
4. Explain how the forces of cooperation and conflict among people influence the division and control of earth's surface. 📖

Standard 5: The student will evaluate the interactions between humans and their environment.

1. Explain how human actions modify the physical environment.
2. Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.
3. Explain the changes that occur in the meaning, use, distribution, and importance of resources.
4. Observe and predict the possible economic effects and environmental changes resulting from natural phenomena (e.g., tornadoes, hurricanes, droughts, insect infestations, earthquakes, *El Nino*, and volcanoes).

Standard 6: The student will analyze problems and issues from a geographic perspective using the tools and skills of geography.

1. Explain the fundamental role that geographical context has played in affecting events in history. 📖
2. Apply geography to examine contemporary issues in the context of spatial and environmental perspectives. 📖
3. Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

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WORLD HISTORY

High School

Standard 1: The student will demonstrate social studies research skills.

1. Identify, analyze, and interpret primary and secondary sources and artifacts. 
2. Validate sources as to their authenticity, authority, credibility, and possible bias. 
3. Construct timelines of key events, periods, and historically significant individuals. 
4. Identify and analyze the reasons for major shifts in national political boundaries. 

Standard 2: The student will describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture.

1. Describe the characteristics of hunter-gatherer societies, their use of fire and tools, and the impact of geography on these societies.
2. Identify the technological and social advancements that gave rise to stable communities.

Standard 3: 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.

Standard 4: 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.

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Standard 5: The student will describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.

1. Explain the influence of geography on Roman economic, social, and political development.
2. Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.
3. Analyze the Roman military domination of the Mediterranean basin and western Europe, and the spread of Roman culture in these areas.
4. Describe the collapse of the Republic and the rise of imperial monarchs.
5. Evaluate the economic, social, and political impact of the *Pax Romana*.
6. Examine the origin, traditions, customs, beliefs, and spread of Judaism and Christianity. 📖
7. Describe the contributions in art, architecture, technology, science, literature, history, language, religion, and law. 📖
8. Explain the reasons for the decline and fall of the Roman Empire, (e.g., the invasions of the Visigoths and Vandals).

Standard 6: The student will analyze the interactions and relationships between the Muslim world and Christendom from the seventh to the eleventh century C.E.

1. Describe the origin, theological foundations, traditions, customs, beliefs, and spread of Islam.
2. Identify religious, political, and economic influences in the Mediterranean region. 📖

Standard 7: The student will describe, compare and contrast selected civilizations in Asia, Africa, and the Americas.

1. Analyze India's caste system, the traditions, customs, beliefs, and significance of Hinduism, and the conquest by Muslim Turks and Mongols.
2. Describe China under the Qin, Han, T'ang, and Sung dynasties; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
3. Describe Japan's development, and the significance of Shintoism and Buddhism, and the influence of Chinese culture.
4. Describe the kingdoms of Kush in eastern Africa and Ghana in western Africa.
5. Describe the Olmec, Mayan, Aztec, and Inca civilizations.

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Standard 8: 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.

Standard 9: 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 feudal system in Asia (e.g., the society in Japan) with European feudalism.

Standard 10: The student will analyze the historical sources and developments of the Renaissance.

1. Examine the economic foundations of the Renaissance, increased trade, role of the Medicis, and new economic practices, including the rise of Italian city-states.
2. Describe artistic, literary, scientific, political, and intellectual creativity, (e.g., as reflected in the works of Leonardo da Vinci, Michelangelo, Machiavelli, Cervantes, and Shakespeare) as contrasted with the Middle Ages. 

Standard 11: The student will analyze the historical sources and developments of the Reformation.

1. Evaluate the effects of the theological, political, and economic differences that emerged during the Reformation (e.g., the views and actions of Martin Luther, John Calvin, the Council of Trent and Henry VIII).
2. Describe the influence of religious conflicts on government actions, (e.g., the Edict of Nantes in France, and the reign of Elizabeth I in England).

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Standard 12: The student will analyze the impact of European expansion into the Americas, Africa, and Asia.

1. Describe the roles of explorers and conquistadors (e.g., Prince Henry the Navigator, Columbus, Magellan, and Cortés). 📖
2. Analyze migration, settlement patterns, and cultural diffusion, including the exchange of technology, ideas, and agricultural practices, the introduction of new diseases, and trade in slaves, gold, furs, and tobacco.
3. Evaluate the economic and cultural transformations created by the emergence of plants (e.g., tobacco and corn) in new places and the arrival of the horse in the Americas.
4. Describe the competition for resources and the rise of mercantilism, including the commercial and maritime growth of European nations, and the emergence of money and banking, global economics, and market systems.

Standard 13: 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). 📖

Standard 14: 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.

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Standard 15: The student will analyze and explain the effects of the Industrial Revolution.

1. Describe the rise and impact of industrial economies.
2. Describe the scientific and technological changes (e.g., the inventions of Watt, Bessemer, and Whitney) which brought about massive social and cultural change.
3. Analyze the emergence of capitalism and free enterprise as a dominant economic pattern.
4. Evaluate the responses to capitalism (e.g., utopianism, socialism, and communism), including the trade union movement.
5. Explain how Asia, Africa, and South America were transformed by European commercial power.

Standard 16: The student will analyze major twentieth century historical events through World War II.

1. Evaluate the causes and effects of World War I (e.g., assassination of Archduke Ferdinand; Woodrow Wilson and the Fourteen Points; and the League of Nations).
2. Describe the Bolshevik Revolution in Russia, and the creation of the Soviet Union.
3. Examine the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
4. Examine the rise of nationalism, and the causes and effects of World War II (e.g., the Holocaust, economic and military power shifts since 1945, the founding of the United Nations, and the political partitioning of Europe, Africa, and Asia).
5. Describe the revolutionary movements in Asia and their leaders (e.g., Mao Zedong and Ho Chi Minh).
6. Examine African and Asian countries which achieved independence from European colonial rule (e.g., India under Mohandas Gandhi and Ghana under Kwame Nkrumah).

Standard 17: The student will evaluate post-World War II global and contemporary events.

1. Describe regional military and political conflicts, such as Korea and Vietnam.
2. Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.
3. Examine the beginning and end of the Cold War and the collapse of the Soviet Union.
4. Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.
5. Describe and evaluate the ongoing globalization of the world's economic (e.g., creation of the European Union) and communication systems (e.g., the Internet and "instantaneous news"). 

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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. 📖

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GLOSSARY

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

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

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

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

boundary - the limit or extent within which a system exists or functions, including a social group, a state, a country, or physical feature.

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

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

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

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

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

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

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

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

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

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

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

judicial review - doctrine that permits federal courts to declare unconstitutional acts of Congress, the executive, and the states.

places - locations having distinctive characteristics which give them meaning and character, and distinguish them from other locations.

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

political party - any group that seeks to elect government officials under its label.

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

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

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

rule of law - principle that every member of a society, even a ruler, must obey the law.

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

separation of powers - division of governmental power among several institutions that must cooperate in decision making.

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

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

sovereignty - ultimate, supreme power in a state which, in the United States, rests with the people.

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