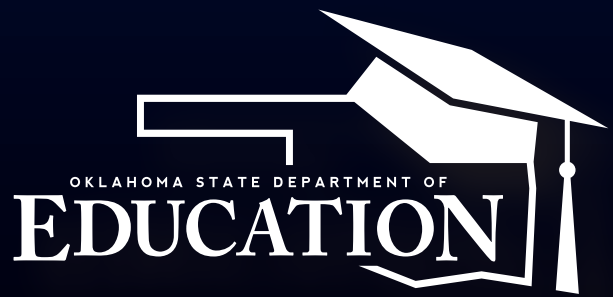




Oklahoma C³ Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION
ADOPTED MARCH 29, 2012

CHAPTER 5

Grade 3 SOCIAL STUDIES *Oklahoma Studies*

In the third grade, students begin a focused study of the state of Oklahoma. The historic strand introduces selected Oklahomans who have been important in the development of the state and creates an appreciation for the many peoples who have settled in Oklahoma. In the geography strand students explore the physical and political features of the state including its natural resources. In civics students examine the structure of local governments and the state government. In the economic strand students explore how Oklahomans have used their natural resources to create a prosperous and growing economy.

The Social Studies Process and Literacy Skills (PALS) are to be integrated throughout the Grade 3 content standards and methods of instructional delivery.

PROCESS AND LITERACY SKILLS (PALS) FOR LEARNING

**Process and Literacy
Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.**

A. Key Ideas and Details

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

B. Craft and Structure

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

C. Integration of Knowledge and Ideas

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

Process and Literacy

Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.

A. Text Types and Purposes

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

B. Production and Distribution of Writing

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

C. Research to Build and Present Knowledge

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

D. Range of Writing

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

Process and Literacy

Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.

A. Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 Oklahoma Studies topics and texts, building on others' ideas and expressing their own clearly.

2. Determine the main ideas and supporting details of a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about social studies information from a speaker, offering appropriate elaboration and detail.

B. Presentation of Knowledge and Ideas

4. Report on a social studies topic or text or tell a social studies related story with appropriate facts and relevant, descriptive details, and speaking clearly at an understandable pace.
5. Create engaging audio recordings of social studies stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CONTENT SKILLS

Citizenship Literacy

Content Standard 1: The student will analyze the traits of good citizens.

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

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. – That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.
2. Examine and determine the main purposes of Oklahoma's state government and identify representative leaders of the state of Oklahoma and the three branches of government. (CCRIT 2)
3. Describe the connection between the historic significance of past events and people and the symbols of Oklahoma's history including the Oklahoma State Seal and the Oklahoma Flag. (CCRIT 3)
4. Describe relationships between people and events of the past which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day. (CCRIT 3)

Economics Literacy

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

1. Summarize how scarcity and surplus require people to make choices about producing and consuming goods and services. (CCRIT 2)
2. Compare differences among human, natural, and capital resources used to produce goods and services.
3. Examine how the development of Oklahoma's major economic activities have contributed to the growth of the state including the oil and natural gas industry, agriculture and livestock, aviation, tourism, and military installations.

Geography Literacy

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

1. The student will examine Oklahoma's political and physical features using text features and search tools. (CCRIT 5)
 - A. Distinguish among map symbols and identify relative location, direction, scale, size and shape using physical and political maps of Oklahoma including the use of latitude and longitude.
 - B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
 - C. Identify Oklahoma's major landforms and bodies of water on a physical map including Arbuckle Mountains, Ozark Plateau, Wichita Mountains, Kiamichi Mountains, Black Mesa, Red River, Canadian River, Arkansas River, Lake Texoma, Lake Eufaula, and Lake Tenkiller, Grand Lake of the Cherokees, and the Great Salt Plains.
 - D. Identify Oklahoma's major metropolitan centers and cities on a political map including Oklahoma City, Tulsa, Lawton, Stillwater, Norman, Muskogee, Woodward, McAlester, and Ponca City.
 - E. Describe the climate and various natural vegetation zones found in Oklahoma including the Great Plains and the Cross Timbers.
2. The student will examine through short research projects the interaction of the environment and the peoples of Oklahoma. (CCW 7)
 - A. Describe how early Native Americans used Oklahoma's natural resources to survive including the use of the bison, fur trading, and farming.

- B. Describe how pioneers to Oklahoma adapted to and modified their environment including sod houses, wind mills, and crops.
- C. Summarize how contemporary Oklahomans affect and change their environments including the Kerr-McLellan Navigation System, creation of recreational lakes by the construction of dams, irrigation of croplands, and the establishment of wildlife refuges. (CCRIT 2)

History Literacy

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

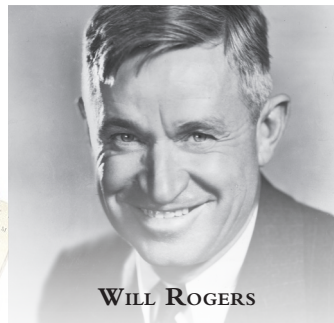
1. Understand and describe the relationship between historic events and chronology through the creation of basic timelines. (CCRIT 3)
2. Read and interpret primary sources related to key events in Oklahoma's past to demonstrate understanding of a text including Catlin's artwork, Sequoyah's syllabary, news accounts and photographs of the land openings, and the Dust Bowl, as well as the musical lyrics of *This Land is Your Land* and the state song, *Oklahoma*. (CCRIT 1)
3. Describe the many Native American cultures that have inhabited present-day Oklahoma including the Spiro Mound Builders, the Five Tribes, and the Plains Indians.
4. Describe early expeditions in Oklahoma including those of Coronado, Washington Irving, and George Catlin.
5. Describe the migrations and settlements by Native Americans including the Trail of Tears.
6. Describe cowboy life and cattle drives as typified by experiences along the Chisholm Trail.
7. Explain the opening of the Unassigned Lands and distinguish between the points of view of both Native Americans and settlers. (CCRIT 6)
8. Commemorate Statehood Day as the joining of Indian and Oklahoma Territories.
9. Summarize how the weather and the environment have impacted the economy of Oklahoma in events like the Dust Bowl. (CCRIT 2)
10. Conduct short research projects and examine notable historic and present-day Oklahomans utilizing biographies and informational texts to describe their significant contributions including Sequoyah, Bill Pickett, Jim Thorpe, the Kiowa Six (formerly the Kiowa Five), Will Rogers, Wiley Post, Woody Guthrie, Clara Luper, Wilma Mankiller, Gordon Cooper, Shannon Lucid, Mickey Mantle, Carl Albert, and the Five Ballerinas. (CCW 7)
11. Develop an understanding and appreciation of the historic and contemporary racial, ethnic, and cultural groups of Oklahoma.
12. Identify and describe the historic significance of state and local landmarks including the Buffalo Soldiers' Old Post at Fort Sill, the Nellie Johnstone Number 1, the Oklahoma Capitol, Route 66, and the Oklahoma City National Memorial.



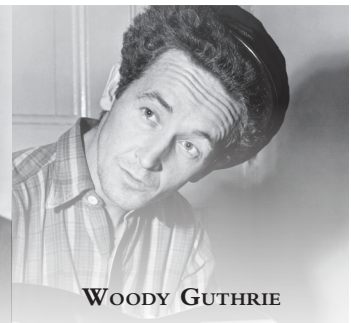
CLARA LUPER



SEQUOYAH



WILL ROGERS



WOODY GUTHRIE



OKLAHOMA CITY
NATIONAL MEMORIAL



OKLAHOMA
LAND RUN



WILEY POST



OKLAHOMA
STATE CAPITOL