

**OKLAHOMA
ACADEMIC
STANDARDS**

**SOCIAL
STUDIES**



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —



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Introduction

The draft Oklahoma Academic Standards for Social Studies is the result of the contributions of hundreds of social studies educators, representatives of higher education, tribal representatives, and community members. This document reflects a balanced synthesis of the work of all members of the Oklahoma Academic Standards for Social Studies Writing and Draft Committees.

The standards specify what students should know and be able to do as learners of social studies at the end of each grade level or social studies course. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course.

The Oklahoma Academic Standards for Social Studies were informed by the National Council of the Social Studies (NCSS) Skills Framework, the Center for Civic Education Civics Standards, the National Council for Geographic Education (NCGE) Geography for Life Standards, the Council for Economic Education Voluntary National Content Standards in Economics, the National Council for History Education (NCHE) Habits of Mind, the National Center for History in the Schools Standards for Historical Thinking, the Oklahoma Academic Standards for English Language Arts and Social Studies, and other states' standards documents.

Standards Overview

Having a literate citizenry rests on a commitment to democratic values and practicing them. It requires the ability to use knowledge about one's community, nation and world, to apply inquiry processes, as well as employ skills of data collection and analysis, collaboration, decision-making and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving the democratic way of life. This will also enable our students to become participating members of a global community. A well-rounded, vigorous 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.

The standards are comprised of two primary components, content standards and social studies practices. The content standards designate specific learning targets at each grade level or course. These content standards are derived from the major disciplines of the social sciences: history, geography, civics and economics. The social studies practices define basic skills and disciplinary tools to prepare students for college, career, and civic life. These practices are meant to be integrated with the instruction of content standards.



Social Studies Content Strands Overview

Social Studies is a systematic and coordinated discipline designed to promote civic competence by drawing upon four content strands: history, geography, civics, and economics. These strands draw from all fields of study related to the social sciences to provide a framework used in the development of the content standards for social studies and are to be threaded through an integrated program, from grades pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

Strand 1: History

History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values, and resolved their problems. A balanced study of history helps students understand the “how and why” of past societies’ successes and consequences of their choices. By studying the choices and decisions of the past, students can confront today’s problems with a deeper awareness of their alternatives and likely consequences.

Strand 2: Geography

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.

Strand 3: Civics

“Civics” is defined to mean the study of the rights and duties of Oklahoma and United States citizens and of how those governments work. This strand helps students understand the essential principles and 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 is to develop literate, informed, competent, and responsible citizens who are politically aware, active and committed to the fundamental values and principles of American constitutional democracy.

Strand 4: Economics

Economics provides students with an understanding of how individuals, communities, states, and nations allocate both scarce and abundant resources. A clear understanding of economics enables students to comprehend the various competing economic philosophies, ideas, and forces that affect them every day, measure the effectiveness of each, and identify and evaluate the consequences of personal decisions and public policies. Students then will understand how a market economy effectively functions preparing them to be producers, consumers, and citizens.



Social Studies Practices Overview

The Social Studies Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards. The five practices are defined broadly below and are further delineated on pg. 5. The social studies practices are designed to support student mastery of the content through a progression of skills PK-12.



Engaging in Civic Discourse

Understanding civic virtues and the role of civic institutions. Students will gain knowledge of the history, principles, and foundations of American democracy to participate in civic and democratic processes. Students will identify the institutions of American government to analyze their role as responsible citizens.



Analyze and Address Authentic Civic Issues

Understanding the importance of critical questioning to solve real world problems. Students will develop essential questions to frame independent inquiry related to the past and present. Students will identify and address public problems individually and collaboratively to improve communities and society.



Acquire, Apply and Evaluate Evidence

Understanding and using strategies to analyze evidence in the social studies. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions.



Read Critically and Interpret Information Sources

Understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion.



Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion.



Social Studies Practices PK-12

The Social Studies Practices describe the experience all students should have as they explore and reason about social studies content PK-12. Additional guidance for what the Social Studies Practices look like across grade levels is provided in **Appendix A: Social Studies Practices PK-12 Progression**.

1. **Engage in Democratic Processes** - Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.
 - 1.A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guided official government institutions.
 - 1.B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.
 - 1.C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.
2. **Analyze and Address Authentic Civic Issues** - Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues
 - 2.A. Students will demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues.
 - 2.B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.
3. **Acquire, Apply, and Evaluate Evidence** - Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.
 - 3.A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.
 - 3.B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.
 - 3.C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.
4. **Read Critically and Interpret Informational Sources** - Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
 - 4.A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.
 - 4.B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.
5. **Engage in Evidence-Based Writing** - Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.
 - 5.A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.
 - 5.B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.



Reading the Oklahoma Academic Standards for Social Studies

Practices



Oklahoma Academic Standards for Social Studies 2nd Grade (2)

2nd Grade (2)



Grade or Course

Engage in Civic Discourse	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing
2nd Grade Content Standards				
<p>2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.</p> <p>Standards </p>	<p>2.1.1 Define the need for written laws and government, such as the Constitution of the United States.</p>			
	<p>2.1.2 Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.</p>			
	<p>2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent their views.</p>			
	<p>2.1.4 Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.</p>			
	<p>2.1.5 Explain how all people can play an important role in their community.</p>			
<p>2.2 The student will describe the physical and human characteristics of their environment.</p>	<p>2.2.1 Construct basic maps and use map symbols.</p>			
	<p>2.2.2 Describe absolute and relative location using basic maps and globes with latitude, longitude, and hemispheres.</p>			
	<p>2.2.3 Compare the uses of physical and political maps.</p>			
	<p>2.2.4 Identify and locate on a map basic landforms, bodies of water, continents, and oceans.</p>			
	<p>2.2.5 Describe how communities modify the environment to meet their needs.</p>			
	<p>2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of culture.</p>			



Objectives