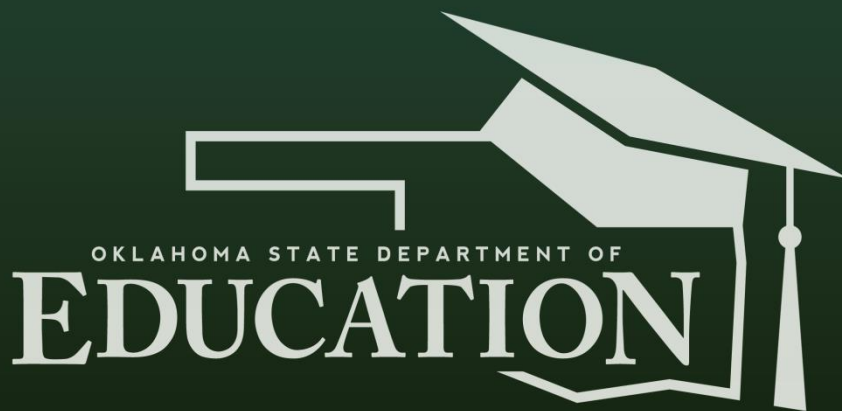


SOCIAL STUDIES

Building Academic Vocabulary



OKLAHOMA
ACADEMIC
STANDARDS

VI. Building Academic Vocabulary for the Social Studies

Overview

This manual is designed to help school districts or individual schools systematically enhance the academic vocabulary of their students to better prepare them to learn new content in mathematics, science, language arts, and social studies. The research and theory underlying the recommendations made here have been detailed in the book *Building Background Knowledge for Academic Achievement* (Marzano, 2004). Briefly, though, the logic of such an endeavor is that the more general background knowledge a student has about the academic content that will be addressed in a given class or course, the easier it is for the student to understand and learn the new content addressed in that class or course. Unfortunately because of a variety of factors, including differences in the extent to which experiences at home help enhance academic background knowledge, for students transferring from one school to another or one district to another, and so on, there is typically great disparity in the academic background knowledge of the students; and this disparity increases as students progress through the school years. However, if a district (or school) were to systematically ensure that all students were exposed to specific academic terms and phrases across the grade levels, this would form a strong common foundation for all students.

How to Teach the Terms and Phrases

There is no single best way to teach terms and phrases. However, the research and theory on vocabulary development does point to a few generalizations that provide strong guidance.

Initially Provide Students with a Description, Explanation, or Example as Opposed to a Formal Definition

When introducing a new term or phrase it is useful to avoid a formal definition—at least at the start. This is because formal definitions are typically not very “learner friendly.” They make sense after we have a general understanding of a term or phrase, but not in the initial stages of learning. Instead of beginning with a definition, it is advisable to provide students with a description, explanation, or example much like what one would provide a friend who asked what a term or phrase meant.

Have Students Generate Their Own Descriptions, Explanations, or Examples

Once a description, explanation, or example has been provided to students they should be asked to restate that information in their own words. It is important that students do not copy

exactly what the teacher has offered. Student descriptions, explanations, and examples should be their own constructions using their own background knowledge and experiences to forge linkages between the new term or phrase and what they already know.

Have Students Represent Each Term or Phrase Using a Graphic Representation, Picture, or Pictograph

Once students have generated their own description, explanation, or example, they should be asked to represent the term or phrase in some graphic, picture, or pictographic form. This allows them to process the information in a different modality—in imagery form as opposed to a linguistic form. It also provides a second processing of the information which should help deepen students’ understanding of the new term or phrase.

Have Students Keep an Academic Vocabulary Notebook

One of the basic assumptions underlying the approach outlined in this manual is that over time students will develop an understanding of a set of terms and phrases that are important to the academic content in mathematics, science, language arts, and social studies. This implies that the terms and phrases that are taught using this approach represent a related set of knowledge that expands and deepens from year to year.

To facilitate this cumulative effect it is highly advisable for students to keep an “academic vocabulary” notebook that contains the terms and phrases that have been taught. Enough space should be provided for students to record their initial descriptions, explanations, and examples of the terms and phrases as well as their graphic representations, pictures, and pictographs.

Space should also be provided for students to write additional comments about the terms and phrases as time goes on. As mentioned in the next section, students should be engaged in activities that allow them to review the terms and phrases in their academic vocabulary notebooks and add to their knowledge base regarding specific terms and phrases. As these activities occur, students can be asked to add to the entries in their notebooks perhaps correcting misconceptions, adding new information, or making linkages with other terms and phrases. Ideally, all terms and phrases are kept in one academic notebook that has a “tab” or divider for each subject area. This would allow students to make comparisons between terms and phrases from different subject areas. The academic notebook might also have a tab or divider entitled “my words.” In this section students would record terms and phrases of interest gleaned from their own reading experiences in or outside of school.

Periodically Review the Terms and Phrases and Provide Students with Activities That Add to Their Knowledge Base

If students experience a new term or phrase only once, they will be left with their initial, partial understanding of the term or phrase. To develop deep understanding of the terms and phrases in their academic vocabulary notebooks students must be engaged in review activities. Once a week or perhaps more frequently, students might be offered activities that add to their knowledge base about the terms and phrases in their notebooks. For example, they might make a comparison

between selected terms in a given subject area or between subject areas; they might create analogies or metaphors for selected terms; they might simply compare their entries with those of other students. Finally, they might be engaged in games that use the terms and phrases from their academic vocabulary notebooks. After each of these activities students should be asked to make corrections, additions, and changes to the entries in their notebooks. In this way, students' knowledge of the academic terms and phrases might deepen and become a sound foundation on which to understand the academic content presented in class.



**“I LIVE IN A SMALL HOUSE, BUT MY WINDOW
LOOKS OUT ON A LARGE WORLD.”**

CONFUCIUS, CHINESE PHILOSOPHER

► Suggested Social Studies Domain Specific Basic Academic Vocabulary

EARLY CHILDHOOD

Pre-Kindergarten

citizen
rules
responsibilities
family
class
school
United States flag
symbol
country
pledge
allegiance
food
clothing
shelter
Earth
United States of America
map
globe
Oklahoma
history
holidays
traditions
past
today
tomorrow
yesterday

Kindergarten

citizen
rules
responsibilities
family
class
school
flag
symbol
country
pledge
allegiance
flag etiquette
needs
wants
food
clothing
shelter
Earth
Oklahoma
history
customs

traditions
holidays
today
tomorrow
yesterday

LOWER ELEMENTARY

Grade 1

heroes
government
laws
national anthem
historic figures
character traits
fairness
respect
stewardship
environment
courage
equality
commitment
common good
economics
consumers
producers
urban/city
rural/country
cardinal directions
north
south
east
west
continents

Grade 2

citizenship
individual rights
liberties
freedom
constitution
president
congress
The Star Spangled Banner
interdependence
trade
public services
map legend
intermediate directions
latitude/longitude
hemisphere
landforms

bodies of water
mountains
natural features
political map
physical map
states
honesty
patriotism
capitol
court
timelines

Grade 3

governor
legislature
Oklahoma State Seal
Oklahoma flag
scarcity
surplus
choices
goods
services
tourism
fossil fuels
agriculture
environment
relative location
direction
scale
map title
map legend
directional indicators
The Five Tribes
Plains Indians
Native Americans
cowboy

UPPER ELEMENTARY

Grade 4

geographic features
physical features
cultural features
political features
economic features
historic features
absolute location
major river drainage systems
region
boundaries
state capitals
major cities

historic sites
American culture
African Americans
Spanish-speaking groups
natural resources
spatial distribution
industry
manufacturing
transportation
communication
global trade
irrigation
European explorations and settlements
New World
cooperation
conflict
cultural exchanges
territory

Grade 5

free immigrants
indentured servants
labor systems
representative government
the House of Burgesses
self-government
sectional identities
compact
triangular trade routes
Middle Passage
forced migration
enslavement
social classes
13 British colonies
revolution
boycotts
massacre
protests
coercive
intolerable
inalienable rights
consent of the governed
social contract
diplomatic events
grievances
confederation
independence
civil unrest
compromise
constitution

convention
The Preamble
three branches of government
separation of powers
checks and balances
shared powers
ratification
a bill of rights
Manifest Destiny

MIDDLE LEVEL

Grade 6

population pyramids
climographs
cartagrams
map projections
mental mapping
cultural diffusion
physical regions
rainforest
cultural regions
indigenous peoples
economic regions
political regions
metropolitan areas
immigration
natural disasters
climate
cultural diffusion
market economic system
command economic system
political systems
authoritarian
democracy
republic
economic interdependence
balance of trade
supply and demand
Gross Domestic Product (GDP)
population density
push and pull factors
developed countries
developing countries
literacy rate
life expectancy
per capita income
arable soil
urban sprawl
conservation
commercial/subsistence agriculture

sustainability
renewable/non-renewable resources
deforestation

Grade 7

geographic perspective
satellite imagery
industrial corridor
multinational organizations
political stability
plate tectonics
monsoon–typhoon–tsunami
religion
cultural region
ethnic heritage
infant mortality rate
imports/exports
supply/demand
under–population
one–child policy
conventional/nuclear war
humanitarian relief
apartheid
genocide
desertification
cultural trait
absolute monarchy
dictatorship
terraced farming

Grade 8

imperial policies
ideological
propaganda
natural rights
neutral
alliance
petition
assembly
constitutional principles
popular sovereignty
federalism
judicial review
amendment
sectionalism
spirit of nationalism
free states/slave states
common man
states' rights
nullification
plantation system
rebellion

annexation
popular sovereignty
arsenal
Underground Railroad
abolitionist
suffrage
movement
civil war
secession
Total War Strategy
emancipation
proclamation
assassination
reconstruction
radical
Jim Crow laws
sharecropping

HIGH SCHOOL

Economics

economic reasoning
choice
opportunity cost
cost/benefit analysis
risk/reward relationship
incentive
disincentive
trade–off
produce
factors of production
land
labor
capital
entrepreneurship
shortages
surpluses
price floors
price ceilings
competition
allocation
self–interest
economic institutions
labor unions
corporations
not–for–profits
private property rights
invest
money supply
interest rates
inflation rates
poverty
government assistance programs

unemployment
Consumer Price Index (CPI)
The Federal Reserve
fiscal policy

Oklahoma History and Government

prehistoric cultures
expeditions
mercantile
removal
Freedmen
reservation system
boomer/sooner
allotment
lottery
tribal communal lands
single statehood
state constitution
city government
county government
tribal government
state government
revenue
initiative petition/referendum
socialism
race riot
boom and bust
depression (economic)
migration
Okies
New Deal
jazz
civil disobedience
equal protection
desegregation
lunch counter sit–ins
integration
self–determination
joint jurisdiction

Psychology

behavioral psychology
psychoanalytical psychology
cognitive psychology
humanistic psychology
vocational psychology
counseling psychology
industrial psychology
clinical psychology
experimental psychology

educational psychology
ethical issues
quantitative research
 strategies
qualitative research strategies
sensory processes
consciousness
physical development
social development
emotional development
moral development
cognitive development
cognition
principles of motivation
 and emotion
bias
discrimination
stereotypes
psychological disorders
abnormal behavior
anxiety disorders
personality disorders
mental health

Sociology

theorists
sociological research
 methods
cultural transmission
nature versus nurture
subcultures
cultural diversity
social status
social order
social groups
norms
mores
taboos
primary groups
secondary groups
social institutions
societal values
familial values
religious values
educational values
economic values

political values
rites of passage
ethnocentrism
collective behavior
pop culture
counter culture
xenophobia

United States Government

limited systems
representative democracies
constitutional government
reserved powers
concurrent powers
expressed powers
minority rights/
 majority rule
presidential cabinet
term limitations
legislative process
executive actions
judicial interpretation
necessary and proper clause
landmark cases
political parties
interest groups
public opinion
popular will
rule of law
electoral process
nominative process
fiscal/monetary policy
regulatory
domestic policy
foreign policy
human rights
civic virtue

United States History

industrialization
philanthropist
Americanization
nativism
assimilation
muckrakers

temperance
civil rights
imperialism
insurrection
diplomacy
military interventionism
neutrality
isolationism
lynching
court injunction
speculation
installment
laissez-faire
sit-down strikes
socialism
communism
appeasement
internment
proliferation
containment
spheres of influence
arms race
détente
superpower
scandal
executive powers
terrorism

World History

philosophy
ancient and classical societies
trade networks
monotheism
Western societies
civilization
crusades
renaissance
reformation
theology
exploration
enlightenment
exchange
slave trade
revolutionary movements
colonization
exploitation

scientific theories
technological discoveries
capitalism
nationalism
militarism
systems of alliances
totalitarian regimes
holocaust
war crimes
escalation
privatization
non-violent civil
 disobedience
human rights
reunification
ethnic-cleansing
multi-national organization

World Human Geography

regionalization
census data
patterns of composition
demographics
human capital
voluntary and involuntary
 migrations
acculturation
assimilation
cultural landscapes
social mores
nation-states
territoriality
Neolithic Revolution
Green Revolution
commercial agriculture
genetic modification
sustainable development
deindustrialization
economic restructuring
suburbanization
edge cities
megacities
global cities