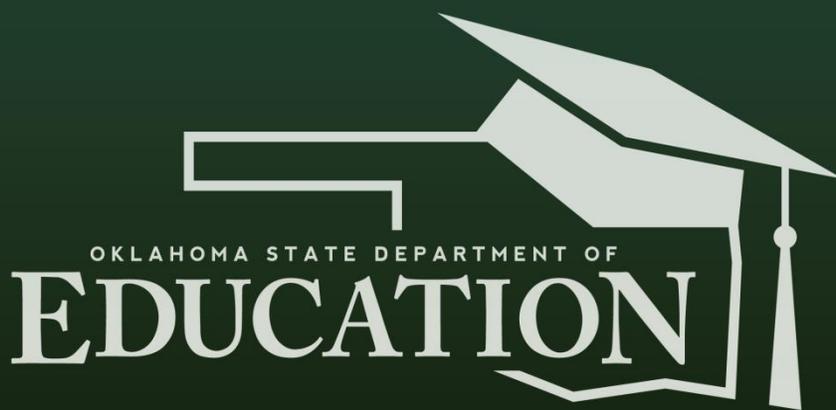




# SOCIAL STUDIES

Notation System for Lesson Plans and Curriculum Planning

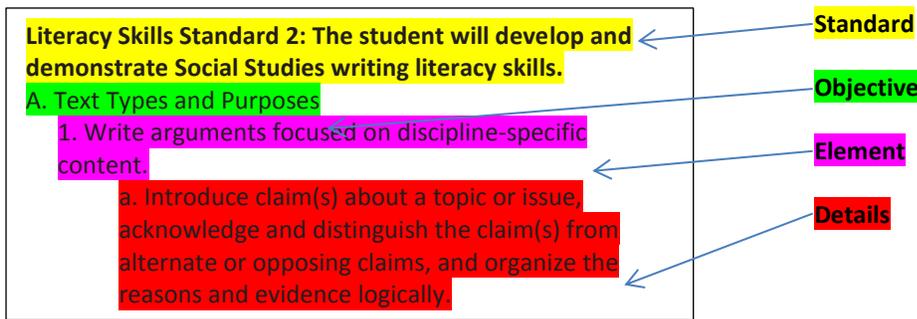


OKLAHOMA  
ACADEMIC  
STANDARDS

## Noting the *Oklahoma Academic Standards for the Social Studies* in Lesson Plans, Curriculum Maps, and Other Publications

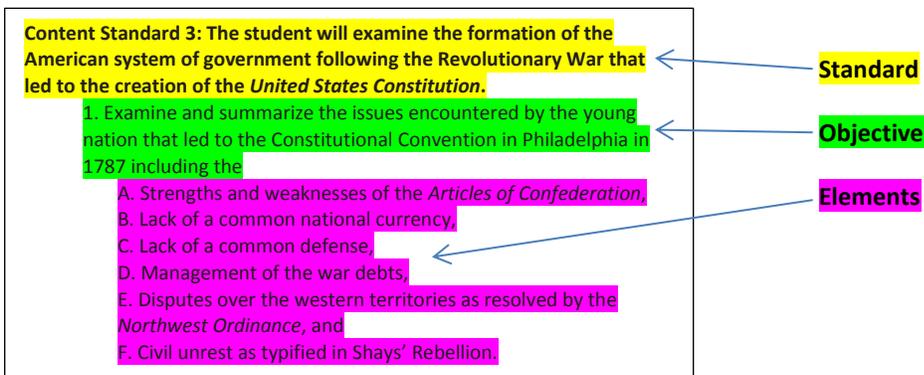
It is important that the new *Oklahoma Academic Standards for the Social Studies* be noted in a consistent manner when aligning lesson plans, curriculum maps, and in other publications. Within the new *Oklahoma Academic Standards for the Social Studies* there are two kinds of standards: Process And Literacy Standards (PALS) and Content Standards (CS). There are several levels of specificity to the standards. A single standard may stand alone or have objectives set out that help a student achieve the standard. Many of the objectives have supporting elements that enlarge the understanding of what a student should do to achieve the objective and meet the standard. In a few cases, some elements have a further delineation of specificity through details. These components of the standards tend to be found only in the PALS. The CS usually only go down in specificity to the element level.

Table 1 shows a PALS standard from the standard level down to the detail level. The different levels are highlighted to help distinguish between the levels of specificity.



**Table 1**

Table 2 shows a CS down to the objective level. The different levels are highlighted to help distinguish between the levels of specificity.



**Table 2**

The notations go in a descending order of grade/course to elements. The example in Table 3 is decoded this way.

<b>Grade/Course: Grade 7</b> <b>Type of Standard: Process And Literacy Standard</b> <b>Standard number: 2</b> <b>Objective: A</b> <b>Element: 1</b> <b>Detail: a-d</b>	<b>7.PALS2.A.1.a-d</b>
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Table 3

In the Table 4 below are selections from the new social studies standards and the corresponding style of notation.

Grade Level/Course	Standards and Objectives Examples (selected examples)	Notation
Pre-Kindergarten	<b>Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.</b> A. Key Ideas and Details 1. With prompting and support, ask and answer questions about key details in a text.	PK.PALS1.A.1
Pre-Kindergarten	<b>Content Standard 1: The student will exhibit traits of good citizenship.</b> 2. Identify the United States Flag as a symbol of the country including the learning of <i>The Pledge of Allegiance</i> and practicing appropriate flag etiquette.	PK.CS1.2
Kindergarten	<b>Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.</b> A. Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about Kindergarten Symbols of America topics and texts with peers and adults in small and larger groups.	K.PALS3.A.1
Kindergarten	<b>Content Standard 4: The student will understand that history relates to events and people of other times and places.</b> 1. Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington’s Birthday, Flag Day, and Independence Day.	K.CS 4.1
Grade 1	<b>Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.</b> A. Text Types and Purposes 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.PALS2.A.3
Grade 1	<b>Content Standard 2: The student will describe the characteristics of the American economic system.</b> 3. Summarize how historic inventors and entrepreneurs contributed to the prosperity of the nation including Samuel F. B. Morse, John Deere, Alexander Graham Bell, Orville and Wilbur Wright, and Thomas Edison. (CCRIT 2)	1.CS2.3
Grade 2	<b>Process and Literacy Skills Standard 1: The student will develop and demonstrate Common Core informational text reading literacy skills.</b> C. Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram, landforms, satellite photos, maps, and charts) contribute to and clarify a text.	2.PALS1.C.7
Grade 2	<b>Content Standard 2: The student will understand basic economic concepts in the American</b>	2.CS 2.1

	<p><b>economy.</b></p> <p>1. Describes ways people are paid for their labor and how goods and services are purchased through means like check, cash, and credit cards, and provide examples of interdependence through trade/barter and purchase.</p>	
<b>Grade 3</b>	<p><b>Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.</b></p> <p>A. Comprehension and Collaboration</p> <p>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.</p>	<b>3.PALS3.A.1</b>
<b>Grade 3</b>	<p><b>Content Standard 1: The student will analyze the traits of good citizens.</b></p> <p>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 <i>Declaration of Independence</i>:</p> <p style="padding-left: 40px;">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.</p>	<b>3.CS1.1</b>
<b>Grade 4</b>	<p><b>Process and Literacy Skills Standard 2: The student will develop and demonstrate Common Core writing literacy skills.</b></p> <p>B. Production and Distribution of Writing</p> <p>9. Draw evidence from literary or informational social studies texts to support analysis, reflection, and research.</p>	<b>4.PALS2.B.9</b>
<b>Grade 4</b>	<p><b>Content Standard 1: The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.</b></p> <p>1. The student will identify and locate both relative and absolute location (latitude and longitude), the physical features of the regions of the United States including bodies of water, major rivers and drainage systems, mountain ranges, and unique, natural geographic features.</p> <p style="padding-left: 40px;">A. Locate landforms and bodies of water on a map of North America: the United States, the Atlantic and Pacific Oceans, and the Gulf of Mexico; the major river drainage systems including the Mississippi, Ohio, Missouri, Arkansas, Colorado, Columbia, and Rio Grande Rivers; the Great Lakes, the Great Salt Lake, and the Chesapeake Bay; the Great Plains and the Continental Divide; and the Appalachian, Rocky, Sierra Nevada, Cascade, and Brooks Mountain Ranges.</p>	<b>4.CS1.1</b>
<b>Grade 5</b>	<p><b>Process and Literacy Skills Standard 3: The student will develop and demonstrate Common Core speaking and listening skills.</b></p> <p>A. Comprehension and Collaboration</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others’ ideas and expressing their own clearly.</p>	<b>5.PALS.A.1</b>
<b>Grade 5</b>	<p><b>Content Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the <i>Declaration of Independence</i>, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States. (CCRIT 1, 3, 5, 6, and CCW 7, 9)</b></p> <p>1. Research and examine the causes and effects of significant events leading to armed conflict between the colonies and Great Britain drawing evidence from informational texts about the following events including (CCRIT 3, 5, 6 and CCW 7, 9)</p> <p style="padding-left: 40px;">A. The <i>Proclamation of 1763</i> by King George III in restricting the perceived rights of the colonists to Native</p>	<b>5.CS3.1.A-B</b>

	American lands which they believed they had earned by fighting during the French and Indian War, B. The <i>Sugar and Stamp Acts</i> as the first direct taxes levied by Parliament on the American colonists,	
<b>Grade 6</b>	<b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b> C. Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.	<b>6.PALS.1.C.7-9</b>
<b>Grade 6</b>	<b>Content Standard 2: The student will examine the cultural and physical characteristics of the major regions of the Western Hemisphere.</b> 1. Define the concept of region and identify major political, physical, and economic regions of the Western Hemisphere including A. The political regions of North America, Central America, South America, and the Caribbean, B. The physical regions including the Amazon rainforest and the North American Great Plains, and C. The economic regions including commercial agriculture in North America and subsistence agriculture of Amazonian communities.	<b>6.CS2.1.A-C</b>
<b>Grade 7</b>	<b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b> A. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style.	<b>7.PALS2.A.1.a-d</b>
<b>Grade 7</b>	<b>Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.</b> 1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies. 2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the six major world religions and the significance of religion in contemporary societies.	<b>7.CS4.1-2</b>
<b>Grade 8</b>	<b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b> C. Integration of Knowledge and Ideas 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8. Distinguish among fact, opinion, and reasoned judgment in a text. 9. Analyze the relationship between a primary and secondary source on the same topic.	<b>8.PALS.1.C.7-8</b>
<b>Grade 8</b>	<b>Content Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.</b> 2. Cite specific textual and visual evidence to summarize the significance of British attempts	<b>8.CS1.2.A</b>

	to regulate colonial rights, as well as the colonial responses to these measures including A. The restriction of colonial rights as British subjects including colonial opposition and protests against taxation without representation, the boycotts of British goods, Patrick Henry's <i>Stamp Act Resolves</i> , the Committees of Correspondence, and the Boston Massacre,	
<b>Economics</b>	<b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b> A. Text Types and Purposes 1. Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	<b>Econ.PALS2.A.1</b>
<b>Economics</b>	<b>Content Standard 1: The student will develop and apply economic reasoning and decision-making skills.</b> 2. Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models including the PACED Decision-Making Model by using the five step process of P = Stating the PROBLEM, A = Listing the ALTERNATIVES, C = Identifying the CRITERIA, E = EVALUATING the options, based on the criteria, and D = Making a DECISION.	<b>Econ.CS1.2</b>
<b>Oklahoma History and Government</b>	<b>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</b> B. Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	<b>OKH.PALS1.B.4</b>
<b>Oklahoma History and Government</b>	<b>Content Standard 5: The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma during the 1950s through the present.</b> 2. Analyze the impact of economic growth in various sectors including the A. Impact of rural to urban migration, B. Development of water and timber resources, C. Emergence of the tourism as an industry, D. Discovery of new fossil fuel resources, Tulsa's designation as Oil Capital of the World, and the opening of the Anadarko Basin, and E. Improvement of the state's transportation infrastructures and the Kerr-McClellan Navigation System.	<b>OKH.CS5.2.A-E</b>
<b>Psychology</b>	<b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b> B. Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<b>Psy.PALS2.B.4-5.</b>
<b>Psychology</b>	<b>Content Standard 8: The student will examine how psychological disorders are diagnosed, classified and treated.</b> 1. Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders. 2. Describe symptoms and causes of major categories of psychological disorders including schizophrenic, mood, anxiety, personality, somatoform, and dissociative disorders. 3. Compare available treatment options and how they evolved through history and among	<b>Psy.CS8.1-3</b>

	different cultures.	
<b>Sociology</b>	<p><b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b></p> <p>C. Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<b>Soc.PALS2.C.7-8</b>
<b>Sociology</b>	<p><b>Content Standard 1: The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.</b></p> <p>1. Describe the development of the field of sociology as a social science.</p> <p>2. Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois.</p>	<b>Soc.CS1.1-2</b>
<b>United States Government</b>	<p><b>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.</b></p> <p>A. Key Ideas and Details</p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<b>USG.PALS1.A.1-2</b>
<b>United States Government</b>	<p><b>Content Standard 2: The student will describe the historic and philosophical foundations of the United States republican system of government.</b></p> <p>2. Cite specific textual and visual evidence and summarize the impact of major historic events of the Revolutionary Era and major documents contributing to the formation of constitutional government in the United States including the <i>Mayflower Compact</i> (1620), the <i>Fundamental Orders of Connecticut</i> (1639), the <i>English Bill of Rights</i> (1689), the <i>Albany Plan of Union</i> (1754), the <i>Virginia Declaration of Rights</i> (1776), the <i>Articles of Confederation</i> (1781), and the colonial/revolutionary writings of Patrick Henry, Thomas Paine, and James Otis.</p>	<b>USG.CS2.2</b>
<b>United States History</b>	<p><b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b></p> <p>A. Text Types and Purposes</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p>	<b>USH.PALS2.A.1.a-b</b>
<b>United States History</b>	<p><b>Content Standard 5: The student will analyze foreign and domestic policies during the Cold War, 1945 to 1975.</b></p> <p>4. Cite specific textual and visual evidence to analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.</p> <p>A. Assess the effects of President Truman’s decision to desegregate the United States armed</p>	<b>USH.CS5.4.A</b>

	forces, and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Ada Lois Sipuel Fisher and George McLaurin, and the differences between <i>de jure</i> and <i>de facto</i> segregation.	
<b>World History</b>	<b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b> B. Production and Distribution of Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<b>WH.PALS2.B.6</b>
<b>World History</b>	<b>Content Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.</b> 1. Cite specific textual and visual evidence to evaluate the impact of geography and various trade networks connecting Asia, Europe, and Africa on the spread of religions, philosophies, and political beliefs.	<b>WH.CS1.1</b>
<b>World Human Geography</b>	<b>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.</b> D. Range of Writing 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>WHG.PALS2.D.10.</b>
<b>World Human Geography</b>	<b>Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.</b> 1. Describe and summarize the different forces that shape the evolution of the contemporary world’s political map including the rise of nation-states. 2. Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.	<b>WHG.CS4.1-2</b>

**Table 4**