OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

Instructional Design Considerations

EIGHT CONSISTENT STANDARDS

The standards were developed with consideration to teachers and curriculum designers. **Rich units of study can be designed by incorporating each of the eight overarching standards.** Further grade-specific guidance is provided in the Reading and Writing strands.

READING and WRITING STRANDS

The standards were designed to develop the total literacy of students by intentionally taking into consideration what they do when reading and writing. **Every standard includes a reading and writing strand with standard objectives delineated by grade-level.**

Reading instruction supports the development and refinement of writing skills. Writing instruction supports the development and refinement of reading skills.

RECURSIVE TEACHING and LEARNING

Teaching and learning language arts is a recursive endeavor: students will revisit concepts again and again as they use language at increasingly sophisticated levels. **Skills are repeated with an implied expectation that they are attributed to increasingly more complex texts.**

Because of this recursive learning process, language arts learning does not progress for students in a strictly linear way.

Oklahoma ELA standards are not taught in isolation. Standards can be bundled for educators to develop grade-appropriate lessons, tasks, and assessments.

Standard 1: Speaking and Listening

Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.

Reading Students will develop and apply effective communication skills through speaking and active listening.		Writing Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
1.1.R.1	Students will actively listen and speak using agreed-upon rules for discussion.	1.1.W.1	Students will orally describe people, places, things, and events with relevant details expressing their ideas.
1.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.	1.1.W.2	Students will work respectfully in groups.
1.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.		
1.1.R.4	Students will restate and follow simple two-step directions.		

Standard 2: Reading Foundations

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

Phonological Awareness

Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.

1.2.PA.1	Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).
1.2.PA.2	Students will differentiate short from long vowel sounds in one syllable words.
1.2.PA.3	Students will isolate and pronounce initial, medial, and final sounds in spoken words.
1.2.PA.4	Students will blend phonemes to form spoken words with 4 to 6 phonemes) including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/=string).
1.2.PA.5	Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. string= /s/ /t/ /r/ /i/ /ng/).
1.2.PA.6	Students will add, delete, and substitute phonemes in spoken words (e.g., "add /g/ to the beginning of low to say 'glow;' "remove the /idge/ from 'bridge,' to say 'br;' "change the /ar/ in 'charm' to /u/ to say 'chum').

Print Concepts

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

1.2.PC.1	Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.
1.2.PC.2	Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation,comma, quotation marks).

Students will continue to review and apply earlier grade level expectations for this standard.
If print concepts skills are not mastered, students will address skills from previous grades.

Phonics and Word Study

Students will decode and read words in context and isolation by applying phonics and word analysis skills.

1.2.PWS.1 Students will decode phonetically regular words by using their knowledge of:

- single consonants (e.g., c = /k/, c = /s/, s = /s/, s = /z/, x = /ks/, x = /z/)
- consonant blends (e.g., bl, br, cr)
- consonant digraphs and trigraphs (e.g., sh-, -tch)
- vowel sounds:
  - long
  - short
- r-controlled vowels (e.g., ar, er, ir or, ur)
- vowel spelling patterns:
  - vowel digraphs (e.g., ea, oa, ee)
  - vowel-consonant-silent-e (e.g., lake)

1.2.PWS.2 Students will decode words by applying knowledge of structural analysis:

- most major syllable patterns (e.g., closed, open, vowel team, vowel silent e, r-controlled)
- inflectional endings (e.g., -s, -ed, -ing)
- compound words
- contractions

1.2.PWS.3 Students will read words in common word families (e.g., -at, -ab, -am, -in).

Fluency

Students will recognize high- frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

1.2.F.1 Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.

1.2.F.2 Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Reading Students will read and comprehend increasingly complex literary and informational texts.		Writing Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
1.2.R.1	Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.	1.2.W.1	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.
1.2.R.2	Students will discriminate between fiction and nonfiction/informational text.	1.2.W.2	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.
1.2.R.3	Students will sequence the events/plot (i.e., beginning, middle, and end) of a story or text.	1.2.W.3	Students will correctly spell grade-appropriate, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing.
		1.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook).

Standard 3: Critical Reading and Writing

Students will apply critical thinking skills to reading and writing.

Reading

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

1.3.R.1	Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.
1.3.R.2	Students will describe who is telling the story (i.e., point of view).
1.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: • setting (i.e., time, place) • plot • main characters and their traits in a story
1.3.R.4	Students will ask and answer basic questions (e.g., who, what, where, why,and when) about texts.
1.3.R.5	Students will begin to locate facts that are clearly stated in a text.

Writing

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

1.3.W.1	NARRATIVE Students will begin to write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.
1.3.W.2	INFORMATIVE Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.
1.3.W.3	OPINION Students will express an opinion in writing about a topic and provide a reason to support the opinion with guidance and support.

Standard 4: Vocabulary

Students will expand their working vocabularies to effectively communicate and understand texts.

Reading Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.		Writing Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
1.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	1.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.
1.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define unfamiliar words with guidance and support.	1.4.W.2	Students will select appropriate language according to purpose in writing with guidance and support.
1.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.		
1.4.R.4	Students will name and sort words into categories based on common attributes.		
1.4.R.5	Students will use a dictionary (print and/or electronic) to find words.		

Standard 5: Language

Students will apply knowledge of grammar and rhetorical style to reading and writing.

Reading

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

1.5.R.1	Students will recognize nouns as concrete objects (i.e., people persons, places, and things) and use the pronoun "I."
1.5.R.2	Students will recognize verbs as actions.
1.5.R.3	Students will recognize color and number adjectives.
1.5.R.4	Students will recognize the prepositions (e.g., The dog is on top of the doghouse) through pictures and movement.
1.5.R.5	Students will recognize singular and plural nouns with correct verbs in simple sentences (e.g. He sits; we sit).

Writing

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

1.5.W.1	Students will capitalize: • the first letter of a sentence • proper names • months and days of the week
1.5.W.2	Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.

Standard 6: Research

Students will engage in inquiry to acquire, refine, and share knowledge.

Reading Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.		Writing Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
1.6.R.1	Students will decide who can answer questions about their topic or what resources they will need to find the information.	1.6.W.1	Students will generate questions about topics of interest.
1.6.R.2	Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.	1.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.
1.6.R.3	Students will identify the location and purpose of various visual and text reference sources.	1.6.W.3	Students will make informal presentations of information gathered.

Standard 7: Multimodal Literacies

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

Reading		Writing	
Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.		Students will create multimodal texts to communicate knowledge and develop arguments.	
1.7.R.1	Students will use provided print and digital resources with guidance and support.	1.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.
1.7.R.2	Students will explore and compare how ideas and topics are depicted in a variety of media and formats.	1.7.W.2	Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

Standard 8: Independent Reading and Writing

Students will read and write for a variety of purposes including, but not limited to, academic and personal.

Reading		Writing	
Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.		Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
1.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.	1.8.W	Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.

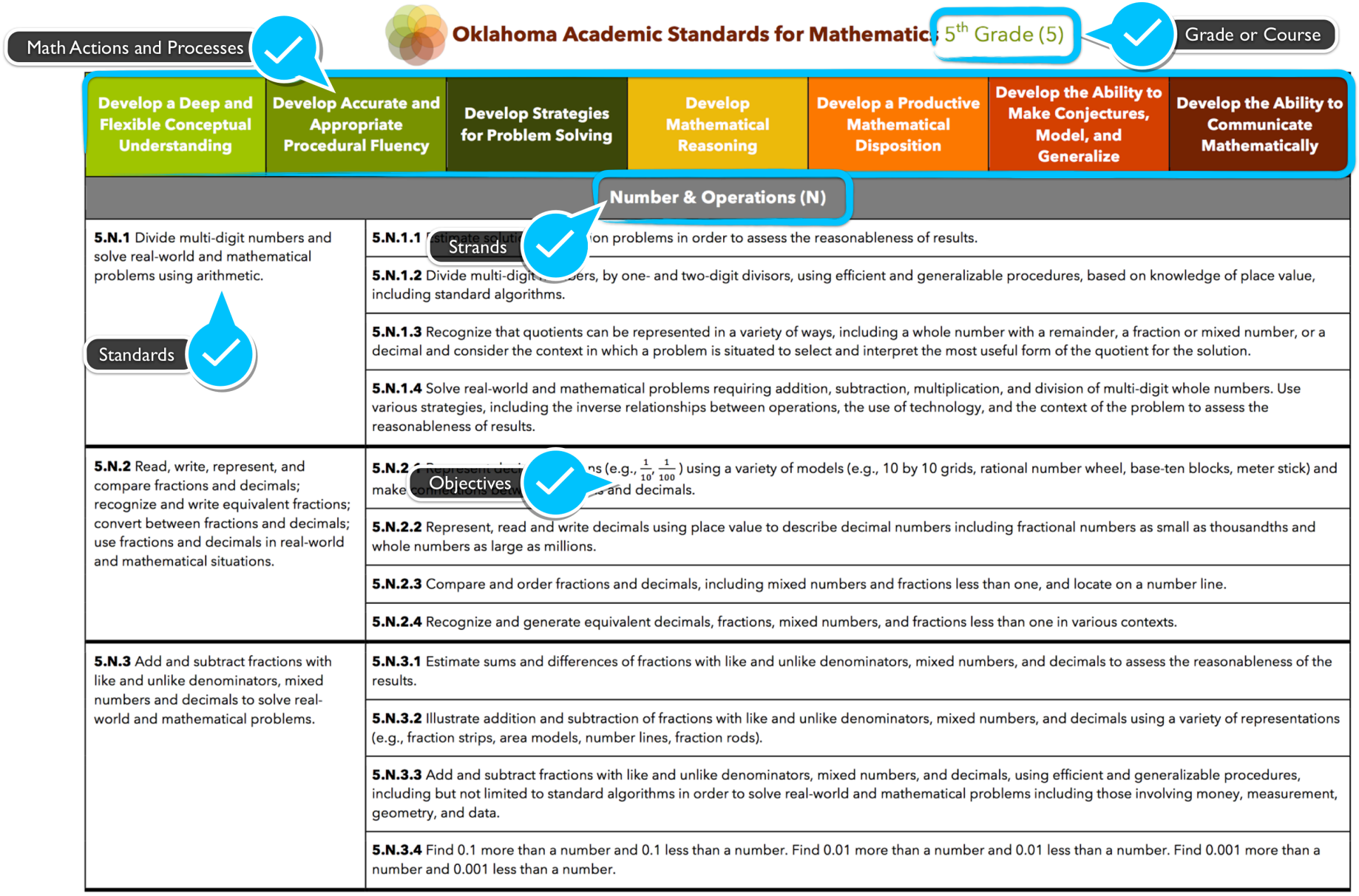
OKLAHOMA ACADEMIC STANDARDS

MATHEMATICS

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

Reading the Oklahoma Academic Standards for Mathematics



Develop a Deep and Flexible Conceptual Understanding	Develop Accurate and Appropriate Procedural Fluency	Develop Strategies for Problem Solving	Develop Mathematical Reasoning	Develop a Productive Mathematical Disposition	Develop the Ability to Make Conjectures, Model, and Generalize	Develop the Ability to Communicate Mathematically

Number & Operations (N)

1.N.1 Count, compare, and represent whole numbers up to 100, with an emphasis on groups of tens and ones.	**1.N.1.1** Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements. **Clarification statement**: Subitizing is defined as instantly recognizing the quantity of a set without having to count. "Subitizing" is not a vocabulary word and is not meant for student discussion at this age.
	1.N.1.2 Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones.
	1.N.1.3 Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, addition and subtraction, pictures, tally marks, number lines and manipulatives, such as bundles of sticks and base 10 blocks.
	1.N.1.4 Count forward, with and without objects, from any given number up to 100 by 1s, 2s, 5s and 10s.
	1.N.1.5 Find a number that is 10 more or 10 less than a given number up to 100.
	1.N.1.6 Compare and order whole numbers from 0 to 100.
	1.N.1.7 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 20.
	1.N.1.8 Use objects to represent and use words to describe the relative size of numbers, such as more than, less than, and equal to.
1.N.2 Solve addition and subtraction problems up to 10 in real-world and mathematical contexts.	**1.N.2.1** Represent and solve real-world and mathematical problems using addition and subtraction up to ten.
	1.N.2.2 Determine if equations involving addition and subtraction are true.
	1.N.2.3 Demonstrate fluency with basic addition facts and related subtraction facts up to 10.
1.N.3 Develop foundational ideas for fractions.	**1.N.3.1** Partition a regular polygon using physical models and recognize when those parts are equal.
	1.N.3.2 Partition (fair share) sets of objects into equal groupings.

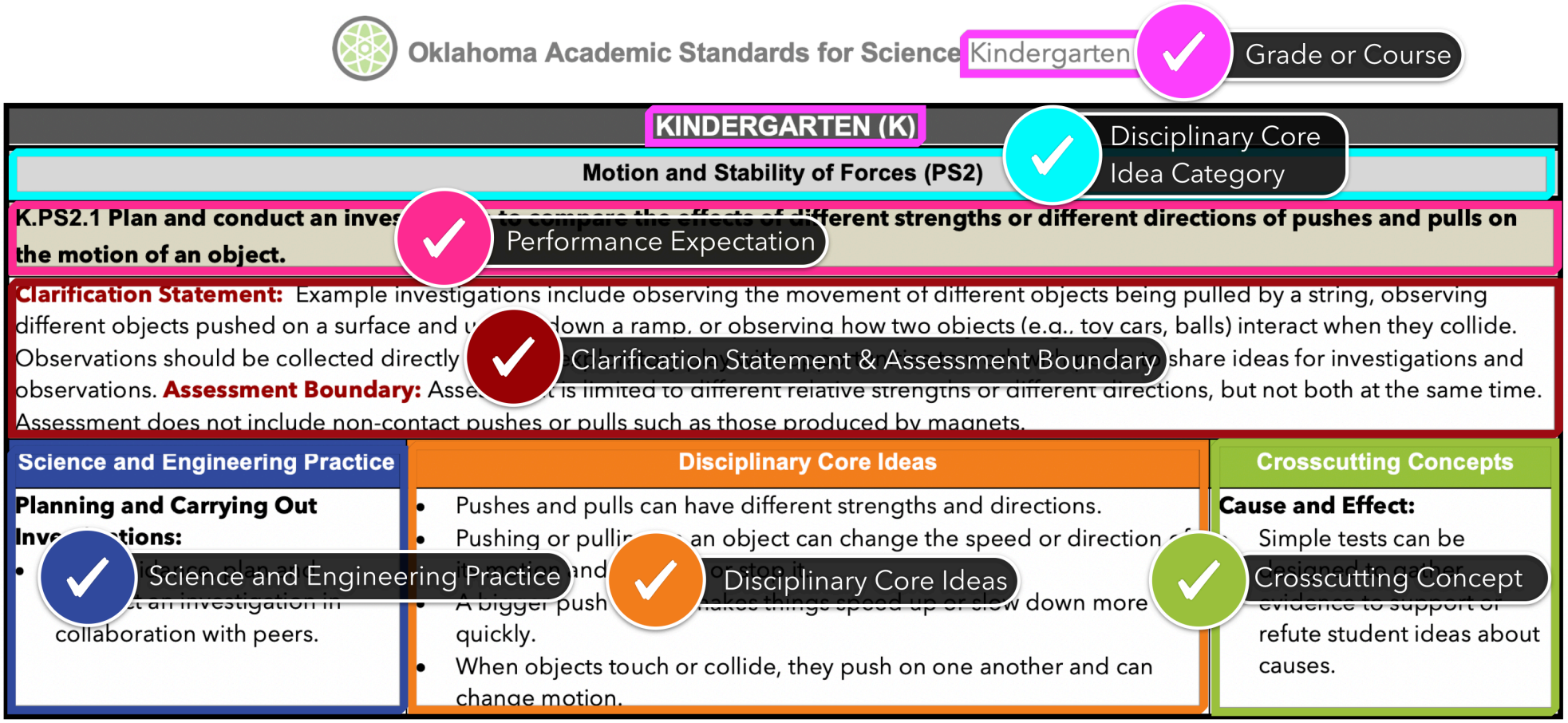
1.N.4 Identify coins and their values.	**1.N.4.1** Identifying pennies, nickels, dimes, and quarters by name and value.
	1.N.4.2 Write a number with the cent symbol to describe the value of a coin.
	1.N.4.3 Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by ones, fives, or tens.
Algebraic Reasoning & Algebra (A)	
1.A.1 Identify patterns found in real-world and mathematical situations.	**1.A.1.1** Identify, create, complete, and extend repeating, growing, and shrinking patterns with quantity, numbers, or shapes in a variety of real-world and mathematical contexts.
Geometry & Measurement (GM)	
1.GM.1 Recognize, compose, and decompose two- and three-dimensional shapes.	**1.GM.1.1** Identify trapezoids and hexagons by pointing to the shape when given the name.
	1.GM.1.2 Compose and decompose larger shapes using smaller two-dimensional shapes.
	1.GM.1.3 Compose structures with three-dimensional shapes.
	1.GM.1.4 Recognize three-dimensional shapes such as cubes, cones, cylinders, and spheres.
1.GM.2 Select and use nonstandard and standard units to describe length and volume/capacity.	**1.GM.2.1** Use nonstandard and standard measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement.
	1.GM.2.2 Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.
	1.GM.2.3 Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.
	1.GM.2.4 Describe a length to the nearest whole unit using a number and a unit.
	1.GM.2.5 Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.
1.GM.3 Tell time to the half and full hour.	**1.GM.3.1** Tell time to the hour and half-hour (analog and digital).
Data & Probability (D)	
1.D.1 Collect, organize, and interpret categorical and numerical data.	**1.D.1.1** Collect, sort, and organize data in up to three categories using representations (e.g., tally marks, tables, Venn diagrams).
	1.D.1.2 Use data to create picture and bar-type graphs to demonstrate one-to-one correspondence.
	1.D.1.3 Draw conclusions from picture and bar-type graphs.

Oklahoma Academic Standards

SCIENCE

OKLAHOMA
Education

Reading the Oklahoma Academic Standards for Science



1st Grade (1)

Waves and Their Applications in Technologies for Information Transfer (PS4)

1.PS4.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Clarification Statement: Examples of vibrating materials that make sound could include tuning forks, kazoos, plucking a stretched string or rubber band, and stringed instruments. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound, placing hand on personal larynx or mouth while humming, and holding an object near a vibrating tuning fork.
Assessment Boundary: N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.	• Sound can make matter vibrate, and vibrating matter can make sound.	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

1.PS4.2 Make observations to construct an evidence-based account that objects can be seen only when illuminated.

Clarification Statement: Examples of observations could include those made in a completely dark room or those made in a dark room with the door opened slightly. Illumination could be from an external light source or an object giving off its own light. This can be explored with string lights, mirrors, projectors, and flashlights. **Assessment Boundary:** N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.	• Objects can be seen if light is available to illuminate them or if they give off their own light.	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Waves and Their Applications in Technologies for Information Transfer (PS4)

1.PS4.3 Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

Clarification Statement: Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). **Assessment Boundary:** Assessment does not include the speed of light or assessment of descriptive words like transparent, translucent, opaque, or reflective.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.	• Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach. • Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

1.PS4.4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats. **Assessment Boundary:** Assessment does not include technological details for how communication devices work.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Designing Solutions: • Use tools and materials provided to design a device that solves a specific problem.	• People also use a variety of devices to communicate (send and receive information) over long distances. • People depend on various technologies in their lives; human life would be very different without technology.	**Structure and Function:** • The shape and stability of structures of natural and designed objects are related to their functions.

From Molecules to Organisms: Structure and Function (LS1)		
1.LS1.1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*		
Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and detecting intruders by mimicking eyes and ears. **Assessment Boundary:** N/A		
Science and Engineering Practice	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Planning and Carrying Out Investigations: • Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.	• All organisms have external parts. • Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water, and air. • Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. • Animals have body parts that capture and convey different kinds of information needed for growth and survival. • Plants also respond to some external inputs. • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.	**Structure and Function:** • The shape and stability of structures of natural and designed objects are related to their functions.

From Molecules to Organisms: Structure and Function (LS1)

1.LS1.2 Obtain information from media and/or text to determine patterns in the behavior of parents and offspring that help offspring survive.

Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring). Information may be obtained through observations, media, and/or text. **Assessment Boundary:** N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information: • Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.	• Adult plants and animals can have young. • In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	**Patterns:** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Heredity: Inheritance and Variation of Traits (LS3)

1.LS3.1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include that leaves from the same kind of plant are the same shape but can differ in size; and that particular breed of dog looks like its parents but is not exactly the same. **Assessment Boundary:** Assessment does not include inheritance, animals that undergo metamorphosis or hybrids.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations: • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	• Young animals are very much, but not exactly like, their parents. • Plants also are very much, but not exactly, like their parents. • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	**Patterns:** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Earth's Place in the Universe (ESS1)

1.ESS1.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day. **Assessment Boundary:** Assessment of star patterns is limited to stars being seen at night and not during the day.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data: • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	• Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.	**Patterns:** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

1.ESS1.2 Make observations at different times of year to relate the amount of daylight and relative temperature to the time of year.

Clarification Statement: Emphasis is on relative comparisons of the amount of daylight and temperature in the winter to the amount in the spring, fall, or summer. **Assessment Boundary:** Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Make observations (firsthand or from media) to collect data that can be used to make comparisons.	• Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	**Patterns:** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Earth and Human Activity (ESS3)		
1.ESS3.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*		
Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles. **Assessment Boundary:** N/A		
Science and Engineering Practice	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Obtaining, Evaluating and Communicating Information: • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	• Things that people do to live comfortably can affect the world around them. But, they can make choices that reduce their impacts on the land, water, air, and other living things. • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	**Cause and Effect:** • Events have causes that generate observable patterns.

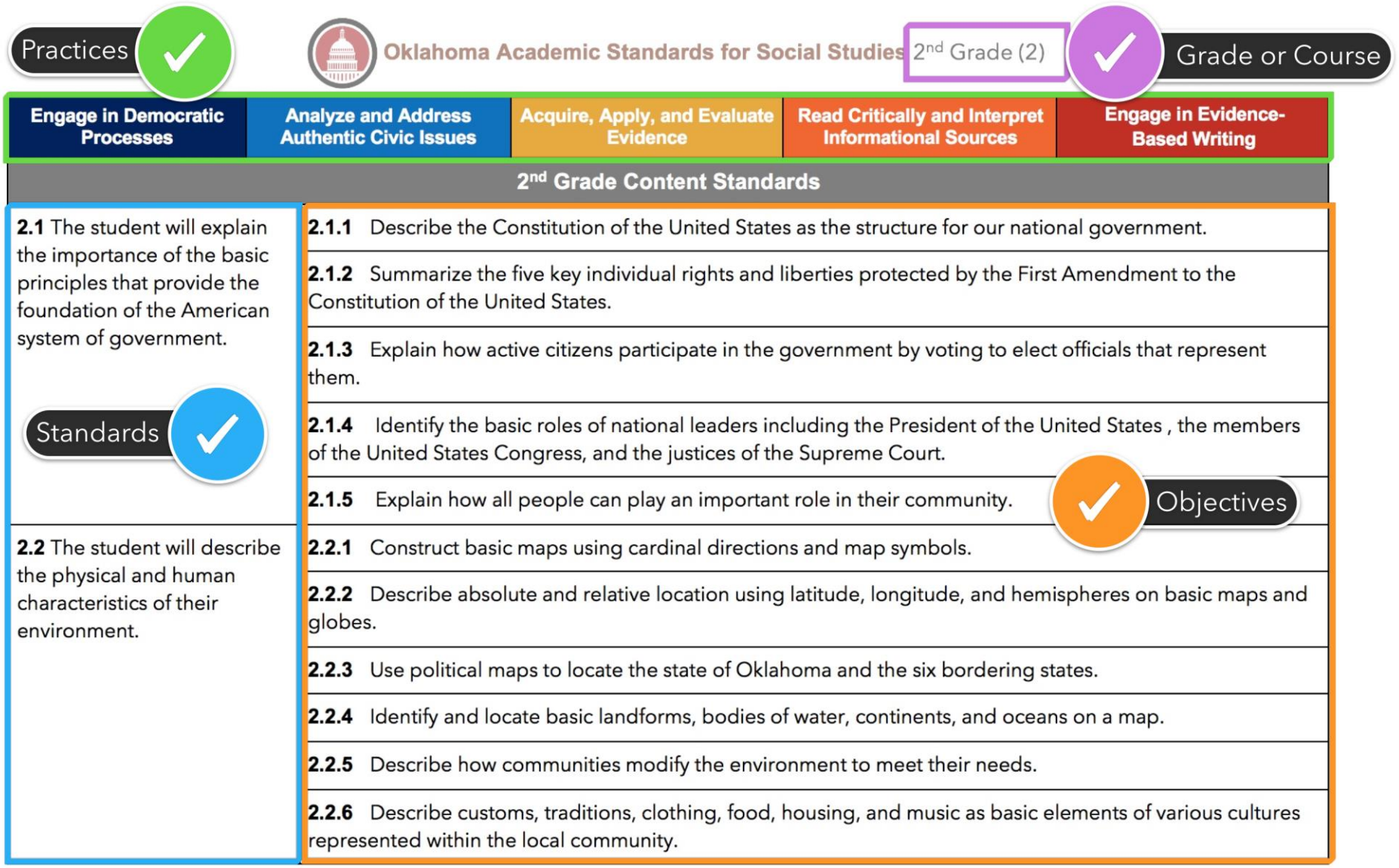
OKLAHOMA ACADEMIC STANDARDS

SOCIAL STUDIES

OKLAHOMA STATE DEPARTMENT OF EDUCATION

CHAMPION EXCELLENCE

Reading the Oklahoma Academic Standards for Social Studies



Engage in Democratic Processes	Analyze and Address Authentic Civic Issues	Acquire, Apply, and Evaluate Evidence	Read Critically and Interpret Informational Sources	Engage in Evidence-Based Writing

1st Grade Content Standards	
1.1 The student will analyze their role as a citizen in a community.	**1.1.1** Describe the need for written laws and the main purpose of government, including the concept of consequences for one's actions when a law or rule is violated.
	1.1.2 Describe how citizens within communities work together to accomplish common tasks and fulfill roles of authority.
	1.1.3 Explain patriotic traditions including *The Pledge of Allegiance*, describe appropriate flag etiquette and proper behavior during the playing of *The Star-Spangled Banner*.
	1.1.4 Identify important symbols of the United States including the Bald Eagle and the Liberty Bell, and explain their meanings.
1.2 The student will demonstrate knowledge of basic geographic concepts.	**1.2.1** Describe the difference between physical and political maps; construct basic maps of specific places.
	1.2.2 Identify cardinal directions and use them to identify specific locations on a map.
	1.2.3 Identify the difference between continents and oceans.
	1.2.4 Compare the features of urban and rural communities.
	1.2.5 Describe community customs and traditions as basic elements of culture.
1.3 The student will examine important events and historical figures in the nation's past.	**1.3.1** Explain why people may see events from different points of view.
	1.3.2 Describe the contributions of people and groups who have shaped our history and ways we commemorate important places and events of the past.
	1.3.3 Read and construct basic timelines to understand the chronology of events in history.
	1.3.4 Identify primary sources and how they help us to learn about the past.

1.4 The student will describe the characteristics of the American economic system.	**1.4.1** Explain the costs and benefits of spending and saving in order to meet needs and wants.
	1.4.2 Describe ways people are paid for their labor and how goods and services are purchased using money and credit.
	1.4.3 Identify and explain the roles of consumers and producers in the American economy.
	1.4.4 Describe the role of banks in the community.