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.	
2.1.R.1	Students will actively listen and speak using appropriate discussion rules.	2.1.W.1	Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
2.1.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.	2.1.W.2	Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.
2.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.		
2.1.R.4	Students will restate and follow multi-step directions.		

Standard 2: Reading Foundations/Reading and Writing Process

Students will develop foundational skills for future reading success by working with sounds, letters, and text. Students will use a variety of recursive reading and writing processes.

Phonological Awareness

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

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

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.

2.2.PC Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

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.

2.2.PWS.1	Students will decode one- and two- syllable words by using their knowledge of:
	• single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem,goat])
	• 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)
	  ○ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)

2.2.PWS.2	Students will decode words by applying knowledge of structural analysis: • all major syllable patterns (e.g., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) • inflectional endings (e.g., -s, -ed, -ing) • compound words • contractions • abbreviations • common roots and related prefixes and suffixes
2.2.PWS.3	Students will read words in common word families (e.g., -ight, -ink, -ine, ow).

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

Fluency

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

2.2.F.1	Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.
2.2.F.2	Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.

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

Reading

Students will read and comprehend increasingly complex literary and informational texts.

2.2.R.1	Students will locate the main idea and supporting details of a text.
2.2.R.2	Students will begin to compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
2.2.R.3	Students will begin to summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.

Writing

Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

2.2.W.1	Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.
2.2.W.2	Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.
2.2.W.3	Students will correctly spell grade-appropriate words while editing.
2.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, dictionaries).

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.

2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).

2.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

2.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting (i.e., time, place)
- plot
- characters
- characterization

2.3.R.4 Students will find examples of literary devices:

- simile
- metaphor

2.3.R.5 Students will locate facts that are clearly stated in a text.

2.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.

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.

2.3.W.1 **NARRATIVE**

Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with guidance and support.

2.3.W.2 **INFORMATIVE**

Students will write facts about a subject and include a main idea with supporting details.

2.3.W.3 **OPINION**

Students will express an opinion about a topic and provide reasons as support.

2.3.R.7	Students will ask and answer inferential questions (e.g., how and why) using the text to support answers 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.	
2.4.R.1	Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.	2.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
2.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	2.4.W.2	Students will select appropriate language according to purpose in writing.
2.4.R.3	Students will use context clues to determine the meaning of words with guidance and support.		
2.4.R.4	Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.		
2.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings of words or phrases.		

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.

2.5.R.1	Students will recognize nouns, pronouns, and irregular plural nouns.
2.5.R.2	Students will recognize different types and tenses of verbs.
2.5.R.3	Students will recognize adjectives.
2.5.R.4	Students will recognize prepositions.
2.5.R.5	Students will recognize the subject and predicate of a sentence.

Writing

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

2.5.W.1	Students will capitalize and appropriately punctuate: • the first letter of a quotation • holidays • product names • initials • months and days of the week
2.5.W.2	Students will use simple contractions (e.g., isn't, aren't, can't).
2.5.W.3	Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences 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.	
2.6.R.1	Students will create their own questions to find information on their topic.	2.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
2.6.R.2	Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.	2.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
2.6.R.3	Students will consult various visual and text reference sources to gather information.	2.6.W.3	Students will organize and present their information in written and/or oral reports or display.

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.	
2.7.R.1	Students will locate and use print and digital resources with guidance and support.	2.7.W.1	Students will select and use appropriate technology or media to communicate with others with guidance and support.
2.7.R.2	Students will explain how ideas and topics are depicted in a variety of media and formats.	2.7.W.2	Students will create a simple presentation using audio, visual, and/or multimedia tools to support 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.	
2.8.R	Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.	2.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

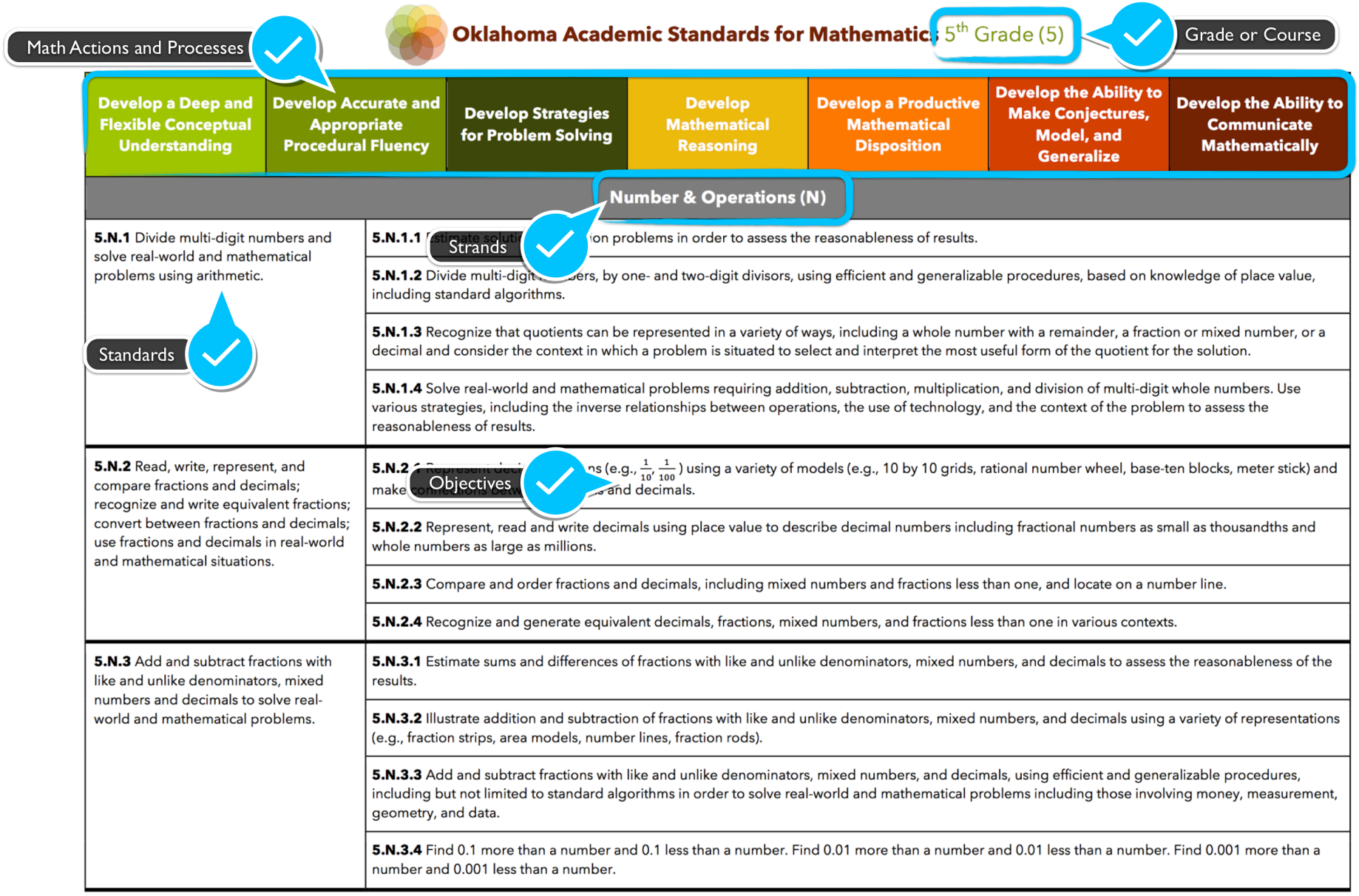
OKLAHOMA ACADEMIC STANDARDS

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)

2.N.1 Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.	**2.N.1.1** Read, write, discuss, and represent whole numbers up to 1,000. Representations may include numerals, words, pictures, tally marks, number lines and manipulatives.
	2.N.1.2 Use knowledge of number relationships to locate the position of a given whole number on an open number line up to 100.
	2.N.1.3 Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens and ones. Know that 100 is 10 tens, and 1,000 is 10 hundreds.
	2.N.1.4 Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.
	2.N.1.5 Recognize when to round numbers to the nearest 10 and 100.
	2.N.1.6 Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., 425 > 276, 73 < 107, page 351 comes after page 350, 753 is between 700 and 800).
2.N.2 Add and subtract one- and two-digit numbers in real-world and mathematical problems.	**2.N.2.1** Use the relationship between addition and subtraction to generate basic facts up to 20.
	2.N.2.2 Demonstrate fluency with basic addition facts and related subtraction facts up to 20.
	2.N.2.3 Estimate sums and differences up to 100.
	2.N.2.4 Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.
	2.N.2.5 Solve real-world and mathematical addition and subtraction problems involving whole numbers up to 2 digits.
	2.N.2.6 Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.
2.N.3 Explore the foundational ideas of fractions.	**2.N.3.1** Identify the parts of a set and area that represent fractions for halves, thirds, and fourths.
	2.N.3.2 Construct equal-sized portions through fair sharing including length, set, and area models for halves, thirds, and fourths.
2.N.4 Determine the value of a set of coins.	**2.N.4.1** Determine the value of a collection(s) of coins up to one dollar using the cent symbol.
	2.N.4.2 Use a combination of coins to represent a given amount of money up to one dollar.

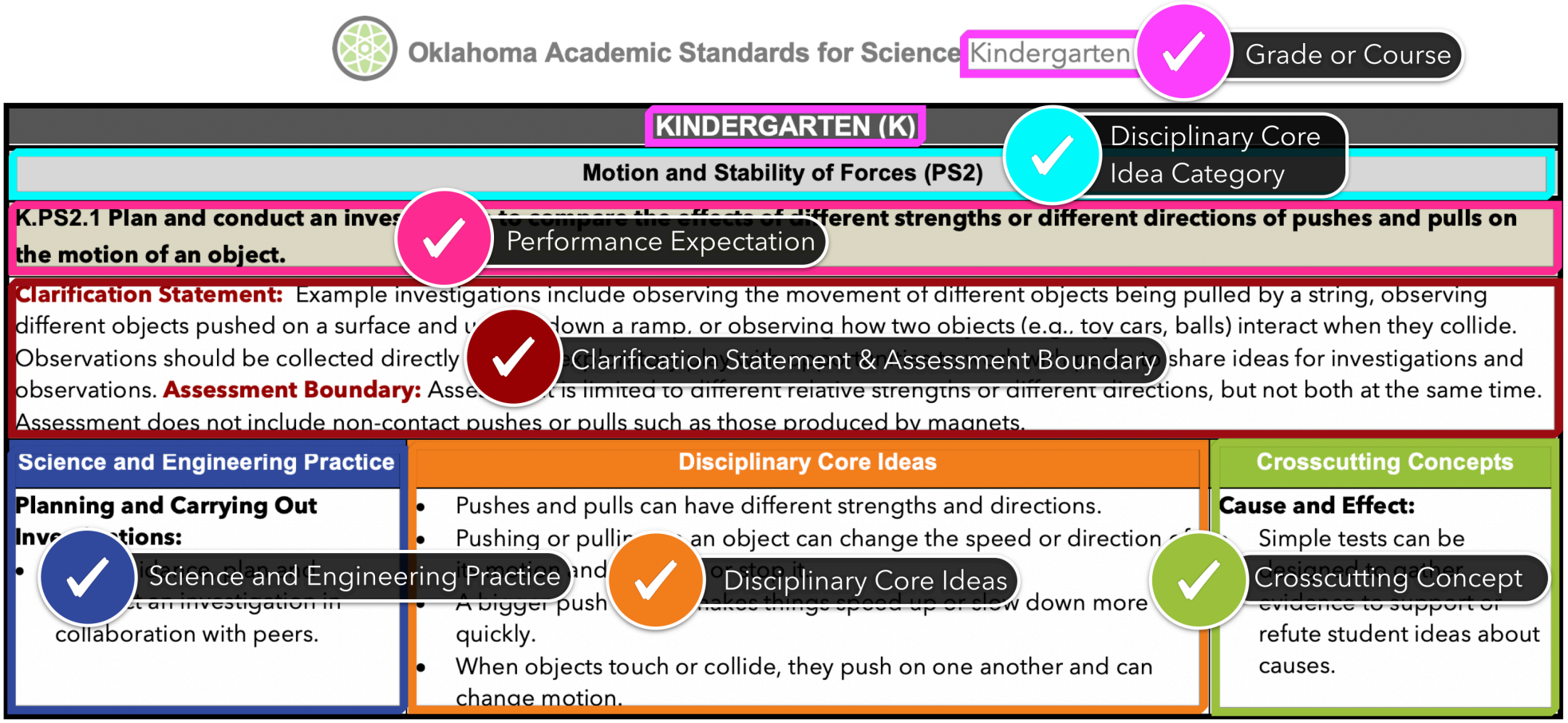
Algebraic Reasoning & Algebra (A)	
2.A.1 Describe the relationship found in patterns to solve real-world and mathematical problems.	**2.A.1.1** Represent, create, describe, complete, and extend growing and shrinking patterns with quantity and numbers in a variety of real-world and mathematical contexts.
	2.A.1.2 Represent and describe repeating patterns involving shapes in a variety of contexts.
2.A.2 Use number sentences involving unknowns to represent and solve real-world and mathematical problems.	**2.A.2.1** Use objects and number lines to represent number sentences.
	2.A.2.2 Generate real-world situations to represent number sentences and vice versa.
	2.A.2.3 Apply commutative and identity properties and number sense to find values for unknowns that make number sentences involving addition and subtraction true or false.
Geometry & Measurement (GM)	
2.GM.1 Analyze attributes of two-dimensional figures and develop generalizations about their properties.	**2.GM.1.1** Recognize trapezoids and hexagons.
	2.GM.1.2 Describe, compare, and classify two-dimensional figures according to their geometric attributes.
	2.GM.1.3 Compose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi.
	2.GM.1.4 Recognize right angles and classify angles as smaller or larger than a right angle.
2.GM.2 Understand length as a measurable attribute and explore capacity.	**2.GM.2.1** Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.
	2.GM.2.2 Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.
	2.GM.2.3 Explore how varying shapes and styles of containers can have the same capacity.
2.GM.3 Tell time to the quarter hour.	**2.GM.3.1** Read and write time to the quarter-hour on an analog and digital clock. Distinguish between a.m. and p.m.
Data & Probability (D)	
2.D.1 Collect, organize, and interpret data.	**2.D.1.1** Explain that the length of a bar in a bar graph or the number of objects in a picture graph represents the number of data points for a given category.
	2.D.1.2 Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s or 10s.
	2.D.1.3 Write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one.
	2.D.1.4 Draw conclusions and make predictions from information in a graph.

Oklahoma Academic Standards

SCIENCE

OKLAHOMA
Education

Reading the Oklahoma Academic Standards for Science



2nd GRADE (2)

Matter and Its Interactions (PS1)

2.PS1.1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share. Investigations could include ice and snow melting or frozen objects thawing. **Assessment Boundary:** N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	• Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. • Matter can be described and classified by its observable properties. • Different properties are suited to different purposes.	**Patterns:** • Patterns in the natural and human-designed world can be observed.

2.PS1.2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for the intended purpose.*

Clarification Statement: Examples of properties could include strength, flexibility, hardness, texture, and absorbency (e.g. paper towels could be utilized to measure absorbency and strength). **Assessment Boundary:** Assessment of quantitative measurements is limited to length.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data: • Analyze data from tests of an object or tool to determine if it works as intended.	• Different properties are suited to different purposes. • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.	**Cause and Effect:** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Matter and Its Interactions (PS1)

2.PS1.3 Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Clarification Statement: Examples of pieces could include building blocks, or other assorted small objects. Provide students with the same number of pieces to create a different object. **Assessment Boundary:** Do not introduce terminology associated with the Law of Conservation of Matter just concepts. Chemical change is outside of this performance expectation.

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.	• A great variety of objects can be built up from a small set of pieces. • Different properties are suited to different purposes.	**Energy and Matter:** • Objects may break into smaller pieces and be put together into larger pieces, or change shapes.

2.PS1.4 Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Clarification Statement: Demonstrations of reversible changes could include materials such as water, butter, or crayons at different temperatures. Demonstrations of irreversible changes could include cooking an egg, freezing a plant leaf, or heating paper. Arguments center on using first-hand observations as evidence to support a claim that a material can change and go back to its original form through heating and cooling. **Assessment Boundary:** Students should not be expected to identify or explain physical and chemical changes.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence: • Construct an argument with evidence to support a claim.	• Heating or cooling a substance may cause changes that can be observed. • Sometimes these changes are reversible, and sometimes they are not.	**Cause and Effect:** • Events have causes that generate observable patterns.

Ecosystems: Interactions, Energy and Dynamics (LS2)

2.LS2.1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Clarification Statement: Investigations should be limited to testing one variable at a time. **Assessment Boundary:** Assessment is limited to testing one variable at a time, although students are not expected to understand the term variable at this time.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	• Plants depend on water and light to grow.	**Cause and Effect:** • Events have causes that generate observable patterns.

2.LS2.2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

Clarification Statement: Examples include: placing socks on the outside of students' shoes and walking outside allows socks to gather seeds, plant sock(s) to see what grows, use a pipe cleaner to move powder (like flour) from one place to another emulating flowers being pollinated by bees or other insects. **Assessment Boundary:** N/A

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models: • Develop a simple model based on evidence to represent a proposed object or tool.	• Plants depend on animals for pollination or to move their seeds around. • 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.	**Structure and Function:** • The shape and stability of structures of natural and designed objects are related to their function(s).

Biological Unity and Diversity (LS4)

2.LS4.1 Make observations of plants and animals to compare the diversity of life in different habitats.

Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats. Students could explore different habitats such as a neighborhood park, ponds, and the school playground. **Assessment Boundary:** Assessment does not include specific animal and plant names in specific habitats.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations: • Make observations from several sources to construct an evidence-based account for natural phenomena.	• There are many different kinds of living things in any area, and they exist in different places on land and in water.	**Systems and System Models:** • A system is an organized group of related objects or components.

Earth's Place in the Universe (ESS1)

2.ESS1.1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly, and erosion of rocks, which occurs slowly. **Assessment Boundary:** Assessment does not include quantitative measurements of timescales.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations: Make observations (firsthand or from media) to collect data which can be used to make comparisons.	• Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	**Stability and Change:** • Things may change slowly or rapidly.

Earth's Systems (ESS2)

2.ESS2.1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*

Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. Students could explore these ideas with sand tables or soil and water in large containers. **Assessment Boundary:** N/A.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Designing Solutions: • Compare multiple solutions to a problem.	• Wind and water can change the shape of the land. • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. • Developing and using technology has impacts on the natural world.	**Stability and Change:** • Things may change slowly or rapidly.

2.ESS2.2 Develop a model to represent the shapes and kind of land and bodies of water in an area.

Clarification Statement: Examples could include a diagram, drawing, physical replica, or three-dimensional diorama. Models can be based on photographs, virtual images, or in-person observations. **Assessment Boundary:** Assessment does not include quantitative scaling in models.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models: • Develop a model to represent patterns in the natural world.	• Maps show where things are located. • One can map the shapes and kinds of land and water in any area.	**Patterns:** • Patterns in the natural world can be observed.

2.ESS2.3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Clarification Statement: Information can be obtained through text, media, or in-person observations. Patterns can be observed through identifying where solid water (ice) is found and where liquid water can be located. **Assessment Boundary:** N/A.

Science and Engineering Practice	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information: • Obtain information using various texts and media.	• Water is found in the ocean, rivers, lakes, and ponds. • Water exists as solid ice and in liquid form.	**Patterns:** • Patterns in the natural world can be observed.

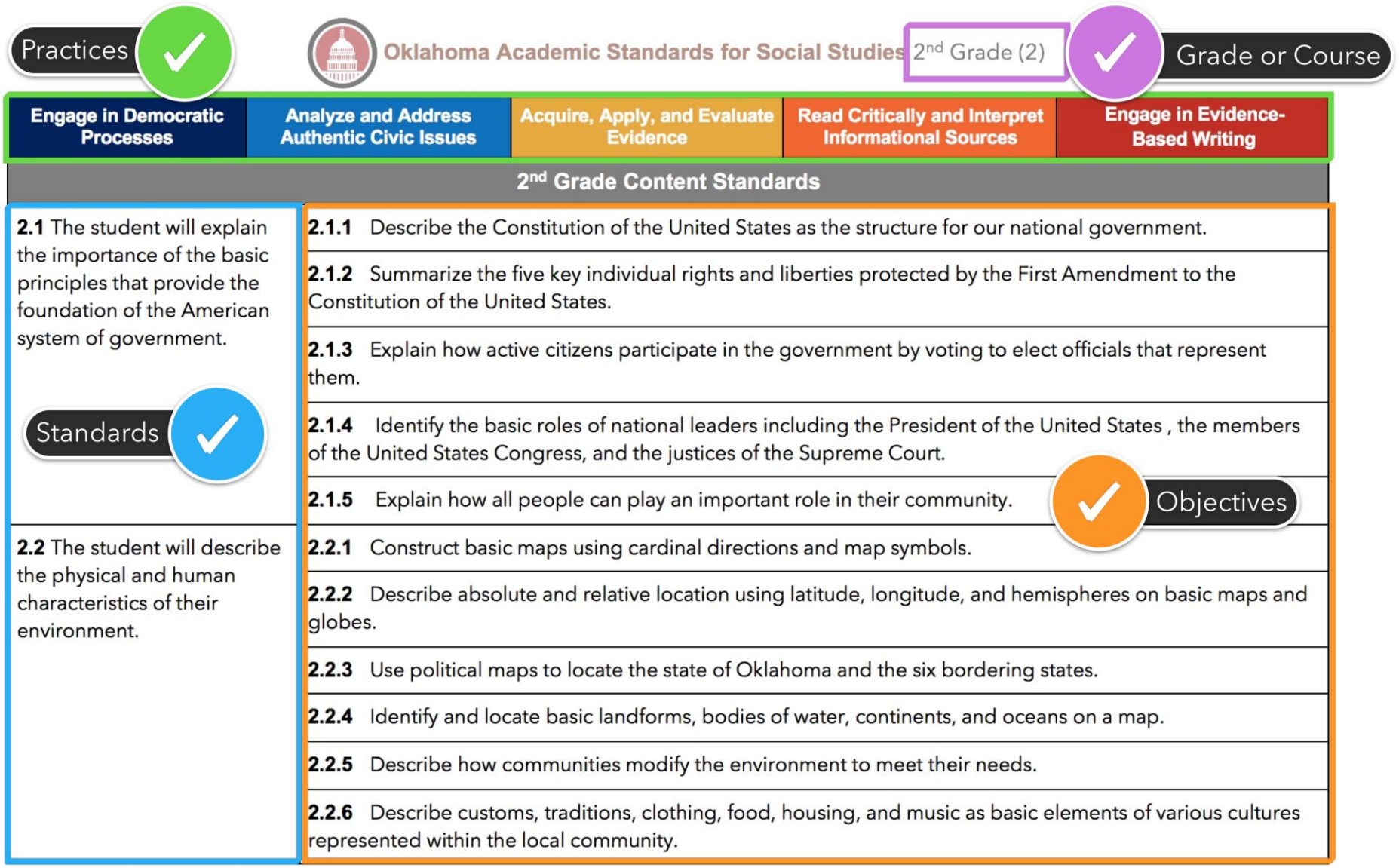
OKLAHOMA ACADEMIC STANDARDS

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

2nd Grade Content Standards	
2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.	**2.1.1** Describe the Constitution of the United States as the structure for our national government.
	2.1.2 Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.
	2.1.3 Explain how active citizens participate in the government by voting to elect officials that represent them.
	2.1.4 Identify the basic roles of national leaders including the President of the United States , the members of the United States Congress, and the justices of the Supreme Court.
	2.1.5 Explain how all people can play an important role in their community.
2.2 The student will describe the physical and human characteristics of their environment.	**2.2.1** Construct basic maps using cardinal directions and map symbols.
	2.2.2 Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.
	2.2.3 Use political maps to locate the state of Oklahoma and the six bordering states.
	2.2.4 Identify and locate basic landforms, bodies of water, continents, and oceans on a map.
	2.2.5 Describe how communities modify the environment to meet their needs.
	2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.

2.3 The student will examine the lives of notable Americans who expanded peoples' rights and freedoms through our history.	**2.3.1** Analyze the contributions of people and groups who have shaped our history and who are honored by holidays and commemorative months.
	2.3.2 Compare perspectives of people in the past to people in the present.
	2.3.3 Compare different accounts of the same historical event using primary and secondary sources.
	2.3.4 Explain possible reasons for events in the past.
2.4 The student will understand basic economic concepts in the American economy.	**2.4.1** Explain the importance of supply and demand in the consumer and producer relationship.
	2.4.2 Explain how barter and trade can lead to interdependence among communities.
	2.4.3 Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.
	2.4.4 Describe how setting goals and creating a budget helps people pay for things they need and want.