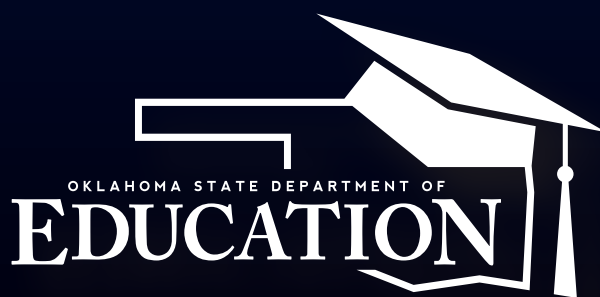




# Oklahoma C<sup>3</sup> Standards for the Social Studies

THE FOUNDATION, FORMATION, AND TRANSFORMATION  
OF THE AMERICAN SYSTEM

PRE-KINDERGARTEN THROUGH HIGH SCHOOL



OKLAHOMA STATE BOARD OF EDUCATION  
ADOPTED MARCH 29, 2012

## CHAPTER 18

### ► High School WORLD HUMAN GEOGRAPHY *The Why of Where: Places, Patterns of Settlement, and Global Interactions*

Human Geography is the study of spatial patterns of the human and physical dimensions of the world. Students will explore, describe, analyze, and seek to understand the spatial arrangement of objects and people on Earth’s surface. Students will use the skills and tools of geography to examine the world and its inhabitants from a spatial perspective, solve problems of geographic dimensions and make informed decisions based upon solid research.

#### COMMON CORE STATE STANDARDS READING AND WRITING LITERACY IN HISTORY/SOCIAL STUDIES

The Common Core State Standards Reading and Writing Literacy Standards for Literacy in History/Social Studies in the high school contain two grade bands, 9-10 and 11-12. Since school districts have the option of scheduling high school social studies courses at any grade level 9-12, only the CCSS for Reading and Writing for Grades 9-10 have been included in each high school Social Studies course. If a course is taught at the 11th or 12th grade level, then the CCSS for Reading and Writing Grades 11-12 must be used for social studies literacy instruction. A copy of the CCSS for Reading and Writing Grades 11-12 are found in Appendix C.

**The Common Core History/Social Studies Reading and Writing Literacy Skills are to be integrated throughout all of the content standards and used for instructional delivery of the content.**

#### Celebrate Freedom Week

In order to educate Oklahoma students about the sacrifices made for freedom on behalf of the country and the values on which this country was founded, November 11 has been designated “Veterans Day,” and the week in which November 11 falls has been designated “Celebrate Freedom Week” for the public schools of Oklahoma. As part of a social studies class, during Celebrate Freedom Week or during another full school week as determined by the local board of education, appropriate instruction concerning the intent, meaning, and importance of the *Declaration of Independence* and the *United States Constitution*, including the *Bill of Rights*, in their historic contexts shall occur.

The study of the *Declaration of Independence* is to include the study and the relationship of ideas expressed in that document to subsequent American history

Students in Grades 3-12 shall study and recite the following from the “social contract” selection of the *Declaration of Independence*:

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.

The board of education of each public school district shall ensure that each school in its district will on Veterans Day conduct and observe an appropriate Veterans Day Assembly program of at least one class period that remembers and honors American veterans.

#### PROCESS AND LITERACY SKILLS

##### Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.

- A. Key Ideas and Details
  - 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.
  - 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.
  - 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 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.
  - 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
  - 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- C. Integration of Knowledge and Ideas
  - 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

#### D. Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

### Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.

#### 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. 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.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. (See note; not applicable as a separate requirement)

#### 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.
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.

#### C. Research to Build and Present Knowledge

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.
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.
9. Draw evidence from informational texts to support analysis, reflection, and research.

#### 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.

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historic import.

## CONTENT SKILLS

### **Content Standard 1: The student will cite textual and visual evidence including maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.**

1. Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.
2. Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.
3. Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.
4. Utilize geographic technologies of GIS, remote sensing, and GPS sources of geographical data including census data, population pyramids, climographs, cartagrams, and satellite imagery.

### **Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.**

1. Analyze geographic data measuring population including density; distribution; patterns of composition: age, sex, race, and ethnicity; and population trends and projections.
2. Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations.
3. Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.

### **Content Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.**

1. Assess the spatial dimensions of culture as defined by language, religion, race, ethnicity, and gender.
2. Analyze and summarize the role the environment plays in determining a region's culture.
3. Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

4. Compare and contrast the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores and sets of beliefs which determine a sense of place.
5. Summarize the impact of the world's major religions of Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism on modern societies.

### **Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.**

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.
3. Compare and contrast the world's political patterns of organization including federal and unitary states.
4. Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.
5. Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

### **Content Standard 5: The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.**

1. Examine the origin and diffusion of agriculture including the Neolithic Revolution and the Green Revolution.
2. Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets.
3. Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.
4. Research and describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life.
5. Examine common characteristics of rural communities including the impact of the environment on location; the political, economic, and cultural functions of rural communities; the types of transportation, communication, and trade linkages among rural areas; and the impact of modern migration to urban centers.

**Content Standard 6: The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.**

1. Examine the changing roles of natural resources, energy, and technology that resulted in the Industrial Revolution.
2. Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.
3. Compare and contrast contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Middle East.
4. Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.
5. Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization and economic restructuring, globalization, and international division of labor.

**Content Standard 7: The student will evaluate specific textual and visual evidence to analyze cities and urban land use.**

1. Examine the origin, development, and character of cities including the impact of the environment on location; the political, economic, and cultural functions of cities; historical distribution of cities; and the types of transportation, communication, and trade linkages among cities.
2. Analyze contemporary patterns of rural migration upon urban development including the concept of suburbanization, edge cities, megacities, and global cities.
3. Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing, and urban planning.



THOMAS L. FRIEDMAN SPEAKING TO HIS DAUGHTERS,

**“GIRLS, WHEN I WAS GROWING UP, MY PARENTS USED TO SAY TO ME, ‘TOM, FINISH YOUR DINNER—PEOPLE IN CHINA AND INDIA ARE STARVING.’ MY ADVICE TO YOU IS: GIRLS, FINISH YOUR HOMEWORK — PEOPLE IN CHINA AND INDIA ARE STARVING FOR YOUR JOBS.”**

FROM *THE WORLD IS FLAT*