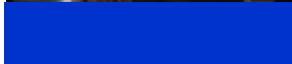
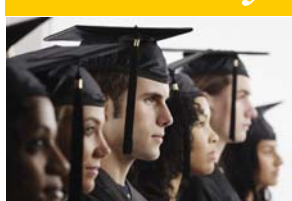




Oklahoma State Department of Education



Sandy Garrett, State Superintendent



The Parent's Guide to
HIGH SCHOOL
SOCIAL STUDIES
STANDARDS
Priority
Academic Student Skills
(PASS)

<http://www.sde.state.ok.us>

(405) 521-3361

A Message from
Sandy Garrett
State Superintendent

As Oklahoma's elected education leader and advocate for children, I am committed to ensuring that all students in our state have the essential skills needed for a high quality life.



Oklahoma's *Priority Academic Student Skills (PASS)* serve as a set of specific school standards covering all areas of a student's academic growth: English language arts, mathematics, science, social studies, the arts, and world languages. Oklahoma's *PASS* documents were developed by and for educators. These detailed sets of standards guide teachers and school leaders as they plan curriculum, instruction, and assessment for your student. The complete *PASS* documents are available on the Oklahoma State Department of Education Web site <www.sde.state.ok.us>.

Your student's school needs you as a partner in building these essential skills. To help you, we have created parent guides, which summarize Oklahoma's *PASS*, explaining essential skills and concepts your student will learn at each grade level. We encourage you to use these guides as a reference in conversations with your student's teachers and principals. We also encourage you to use the guides to talk with your children every day about what they are learning in school.

All the Best!

Sandy Garrett

SOCIAL STUDIES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Social studies is the integrated study of the social sciences. Social studies draws upon such subjects as economics, geography, history, law/political science, psychology, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. A social studies education encourages and enables each student to acquire a core of basic knowledge and develop a way of thinking drawn from many academic disciplines.



ECONOMICS

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The student will study basic economic concepts, reasoning, principles, and systems to better understand the free enterprise system in the United States and other world economic systems.

The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them, and for whom they are produced.

During the course of study, students will:

- ◆ Examine the different economic systems used to allocate resource, goods and services, and wealth in other countries around the world.
- ◆ Compare the relative size and responsibilities of governments in different countries.



HIGH SCHOOL ECONOMICS

Students will explain how prices are set in a market economy by using supply and demand graphs. They will also determine how prices provide incentives to buyers and sellers, and affect the supply and demand of goods and services.

During the course of study, students will:

- ◆ Explain what causes shortages and surpluses and determine the impact they have on prices and people's decisions to buy or sell.



The student will evaluate how changes in the level of competition in different markets affect prices.

During the course of study, students will:

- ◆ Explain how people's own self-interest helps markets make decisions.

The student will describe the role of economic institutions in a market economy.

During the course of study, students will:

- ◆ Evaluate the impact of different institutions in a market economy.

HIGH SCHOOL ECONOMICS

The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.

During the course of study, students will:

- ◆ Explain how individuals, businesses, and the overall economy benefit from using money.
- ◆ Identify the different functions of money.



The student will evaluate the role of interest rates in a market economy and the current interest rates on different kinds of savings instruments, and loans, and credit cards.

During the course of study, students will:

- ◆ Discuss the relationship between interest rates and inflation rates and determine how changes in real interest rates impact people's decisions to borrow money and purchase goods.
- ◆ Determine the factors affecting the differences in interest rates.

HIGH SCHOOL ECONOMICS

The student will explain the role of entrepreneurs, risks, and profits in a market economy.

During the course of study, students will:

- ◆ Identify an entrepreneur and describe how his/her decisions affect job opportunities for others.
- ◆ Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product and determine the nonfinancial incentives that motivate them and the risks they face.

The student will evaluate the economic role of government in a market economy.

During the course of study, students will:

- ◆ Explain the role that government has in dealing with issues, such as poverty, pollution, and medical research.
- ◆ Describe the costs and benefits of government assistance programs, education, and other government-funded projects.
- ◆ Identify projects or programs where the cost of government policies may have exceeded the economic benefits received, and explain why government would continue supporting such projects.



HIGH SCHOOL ECONOMICS

The student will determine current economic conditions in the United States, and explain how these conditions have an impact on consumers, producers, and government policymakers.

During the course of study, students will:

- ◆ Explain gross domestic product (GDP) and how it can be used to describe economic output over time.
- ◆ Compare the GDP per capita in the United States with the same data for other countries.
- ◆ Describe the impact on the economy when GDP is growing or declining.



The student will explain the role of inflation and unemployment in an economic system.

During the course of study, students will:

- ◆ Determine when the United States historically has faced high unemployment, high inflation, low unemployment, and low inflation; and identify the economic conditions that existed during those times.
- ◆ Determine how inflation is measured and the impact it has on different sectors of the economy.

HIGH SCHOOL ECONOMICS

The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

During the course of study, students will:

- ◆ Identify historical examples of fiscal policies, and explain why they were adopted.
- ◆ Determine the differences between federal deficits and surpluses, and their impact on the economy.
- ◆ Examine the tools of monetary policy and its impact on the economy.
- ◆ Determine when the federal government and the Federal Reserve should use expansionary or contractionary policies.



OKLAHOMA HISTORY

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The student will study the European-American explorations of the lands that become Oklahoma, the diversity of peoples and their experiences before statehood, the formation of Oklahoma and Indian Territories, the movement to statehood, and the development and growth of Oklahoma as a state in the 20th and 21st centuries.

The student will demonstrate process skills in social studies.

During the course of study, students will:

- ◆ Interpret primary and secondary sources.
- ◆ Explain the relationships between the geography of Oklahoma and its historical development.
- ◆ Interpret information from a broad selection of research materials.
- ◆ Examine and create timelines of Oklahoma history.



HIGH SCHOOL OKLAHOMA HISTORY

The student will describe both European and American explorations/claims to the territory that would become Oklahoma.

During the course of study, students will:

- ◆ Explain the significance of early Spanish and French expeditions.
- ◆ Evaluate the lasting impact of American exploration.
- ◆ Analyze the impact of territorial claims on the development of the state of Oklahoma.



The student will evaluate the social, economic, and political development and contributions of Native Americans from prehistoric settlement through modern times.

During the course of study, students will:

- ◆ Identify and describe significant phases of prehistoric cultures.
- ◆ Trace the movement of other North American peoples into present-day Oklahoma.
- ◆ Compare and contrast cultural perspectives of Native Americans and European Americans.
- ◆ Identify significant historical and contemporary Native Americans.

HIGH SCHOOL OKLAHOMA HISTORY

The student will evaluate the major political and economic events prior to statehood.



During the course of study, students will:

- ◆ Analyze tribal alliances, river transportation, and the fur trade, and their relationship to early mercantile settlements.
- ◆ Explain the significance of the Civil War in Indian Territory and the prominent figures and groups that fought in its battles.
- ◆ Assess the impact of the cattle industry.
- ◆ Evaluate the impact and importance of the various means of distributing land in Oklahoma.

HIGH SCHOOL OKLAHOMA HISTORY

The student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.

During the course of study, students will:

- ◆ Locate the significant physical and human features of the state on a map.
 - ◆ Examine how economic cycles have affected and continue to affect major sectors of state employment.
-

The student will examine major cultural and ethnic groups represented in Oklahoma.

During the course of study, students will:

- ◆ Identify cultural and ethnic groups in Oklahoma such as African Americans, Eastern Europeans, Italians, Germans, and Vietnamese.
 - ◆ Explain the causes and effects of their immigration and settlement patterns upon the state by tracing their cultural, political, and economic contributions.
-

The student will examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.

During the course of study, students will:

- ◆ Identify significant individuals and their contributions.
- ◆ Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption on Oklahoma history.
- ◆ Examine the historical evolution of race relations in Oklahoma.

U.S. GOVERNMENT

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The goal of the study of United States government is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of United States democracy. Upon completion of this course of study the student will understand the major ideas, protections, privileges, and structures that affect the life of a citizen in the United States political system.

The student will demonstrate process skills in social studies.

During the course of study, students will:

- ◆ Identify, analyze, and interpret primary and secondary sources that reflect events in United States government and politics.
- ◆ Interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.
- ◆ Make distinctions among propaganda, fact, and opinion.
- ◆ Draw conclusions in examining documentary sources.
- ◆ Evaluate cause and effect relationships.
- ◆ Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues.

HIGH SCHOOL U.S. GOVERNMENT

The student will define government and analyze the philosophical and historical development of government as an institution.

During the course of study, students will:

- ◆ Discuss the development of democracy in ancient Greece and Rome, the United Kingdom, and the American colonies.
- ◆ Examine and interpret the contributions of Locke, Hobbes, Rousseau, Montesquieu, and Blackstone to contemporary political theory and governmental structure.



The student will describe the purpose of government and analyze how its powers are acquired, used, and justified.

During the course of study, students will:

- ◆ Distinguish between civic life and private life.
- ◆ Examine political authority, its sources, and functions.
- ◆ Explain the essential characteristics of limited and unlimited governments, and identify historical and contemporary examples of each.
- ◆ Research examples of formal institutions with the authority to control and direct the behavior of those in a society.

HIGH SCHOOL U.S. GOVERNMENT

The student will compare how governments are organized in terms of the number of people who have access to power, where power is located, and the relationship between the legislative and executive branches.



The student will analyze and describe examples of fundamental United States constitutional principles contained in the *Magna Carta*, English Bill of Rights, Declaration of Independence, Articles of Confederation, Constitution, *Federalist Papers*, and the Bill of Rights and subsequent amendments.



The student will identify and explain the fundamental concepts of the system of government of the United States (examples: the equality of all citizens under the law, majority rule and minority rights, individual freedom, the rule of law, and consent of the governed).

HIGH SCHOOL U.S. GOVERNMENT

The student will analyze the United States Constitution, the purposes expressed in the Preamble, the branches of government and their powers and limitations, including the amendment process.



The student will compare and contrast the roles of the legislative, executive, and judicial branches of government at the national, state, and local levels.



The student will analyze how the Constitution has evolved since 1789.

During the course of study, students will:

- ◆ Examine the constitutional amendments, the conflicts or issues they addressed, and the reasons for their adoption.
- ◆ Identify and explain the basic rulings in landmark Supreme Court cases.

HIGH SCHOOL U.S. GOVERNMENT

The student will explain and give contemporary examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.



The student will describe the components of campaigns for national, state and local elective office, including the nominative process; campaign funding and spending, the influence of the media, advertising, and polling; reapportionment and redistricting; the role of the electoral college; and the term-limitation movement.

HIGH SCHOOL U.S. GOVERNMENT

The student will explain the rights, responsibilities, and benefits of citizenship in the United States, such as voting, jury duty, obedience to lawful authority, and private ownership of property.



The student will compare and contrast the political and economic systems of the United States with those of major democratic and authoritarian nations.



HIGH SCHOOL U.S. GOVERNMENT

The student will identify and distinguish among the units of local government in Oklahoma by analyzing local public issues.



The student will develop and practice the skills needed for informed participation in public affairs, including analyzing public issues, examining candidates for public office, evaluating the performance of public officials, and communicating with public officials.



U.S. HISTORY

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

The focus of the course in United States History for Grades 9-12 is the immediate pre-Civil War era to the present (1850-present). In United States History, the student will describe and analyze the causes, events, and effects of the Civil War and Reconstruction eras; examine the impact of immigration and the Westward Movement on American society; and evaluate the economic effects of the Industrial Revolution and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies. For the high school End-of-Instruction Examination (EOI) over “United States History,” the time frame is 1850-1975, or from approximately the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam in 1975.



HIGH SCHOOL U.S. HISTORY

The student will demonstrate process skills in social studies.

During the course of study, students will:

- ◆ Interpret primary and secondary sources.
- ◆ Recognize and explain how different points of view have been influenced.
- ◆ Distinguish between fact and opinion in examining documentary sources.
- ◆ Construct timelines of United States history.
- ◆ Explain the relationships between geography and the historical development of the United States.
- ◆ Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled.



HIGH SCHOOL U.S. HISTORY

The student will analyze causes, key events, and effects of the Civil War era.



During the course of study, students will:

- ◆ Examine the economic and philosophical differences between the North and South.
- ◆ Trace the events leading to secession and war.
- ◆ Identify leaders on both sides of the war.
- ◆ Interpret the importance of critical developments in the war.
- ◆ Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.
- ◆ Evaluate the continuing impact of Reconstruction policies on the South.

HIGH SCHOOL U.S. HISTORY

The student will analyze the impact of immigration and the Westward Movement on American society.



During the course of study, students will:

- ◆ Detail the contributions of various immigrant, cultural, and ethnic groups.
- ◆ Examine ethnic conflict and discrimination.
- ◆ Investigate changes in the domestic policies of the United States relating to immigration.
- ◆ Compare and contrast the attitudes toward Native American groups as exhibited by federal Indian policy.

HIGH SCHOOL U.S. HISTORY

The student will examine the impact of the Industrial Revolution on the economy of the United States.

During the course of study, students will:

- ◆ Identify the impact of new inventions and industrial production methods.
- ◆ Evaluate the significance of immigration on the labor supply and the movement to organize workers.
- ◆ Describe the effects of the “muckrakers” and reform movements that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation, and the money supply.
- ◆ Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.
- ◆ Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels.
- ◆ Examine the causes of the money panics and how the establishment of the Federal Reserve System addressed the problems.



HIGH SCHOOL U.S. HISTORY

The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

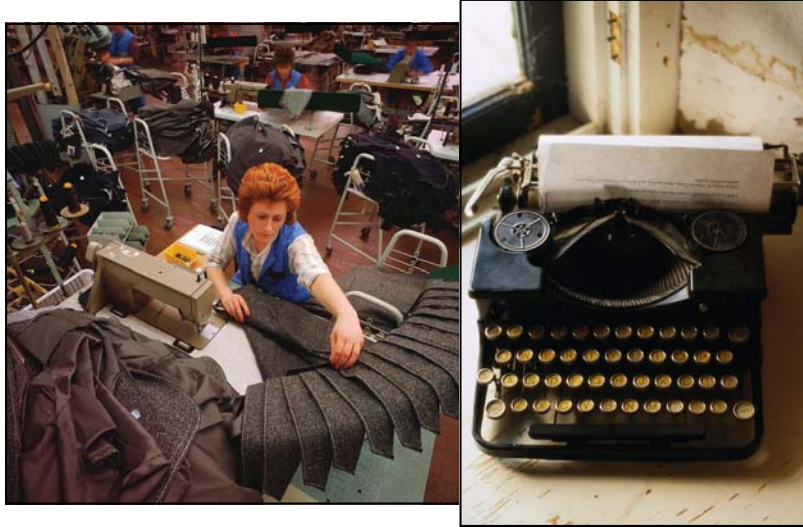
During the course of study, students will:

- ◆ Identify the goals of imperialism, explaining its impact on developed and developing nations.
- ◆ Identify the role of the Spanish-American War in the development of the United States as a world power.
- ◆ Evaluate the role of United States foreign policy and presidential leadership in the construction of a canal in Panama.
- ◆ Describe the strengths and weaknesses of Theodore Roosevelt's "Big Stick Diplomacy."
- ◆ Analyze the causes and effects of United States involvement in World War I.
- ◆ Examine the rationale for the failure of the United States to join the League of Nations and the nation's return to isolationism.



HIGH SCHOOL U.S. HISTORY

The student will describe the social, cultural, economic, and technological ideas and events in the United States in the era between the World Wars.



During the course of study, students will:

- ◆ Evaluate literature, music, dance, and forms of entertainment.
- ◆ Investigate the long-term effects of the reform movements, such as women's suffrage and prohibition.
- ◆ Analyze the impact of the automobile, and urban and rural electrification on society.
- ◆ Describe rising racial tensions and labor unrest common in the era.
- ◆ Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers.
- ◆ Identify causes contributing to an unstable economy.

HIGH SCHOOL U.S. HISTORY

The student will investigate and analyze the causes and legacy of the Great Depression.

During the course of study, students will:

- ◆ Examine changes in business cycles, weaknesses in key sectors of the economy, and government economic policies in the late 1920s.
- ◆ Analyze the effects of the Stock Market Crash.
- ◆ Evaluate the impact of the Great Depression, the Dust Bowl, and the New Deal economic policies on business and agriculture, and on the American people, their culture, and political behavior.
- ◆ Identify the contributions of key individuals of the period. Assess the impact of the expanded role of government in the economy since the 1930s.

The student will analyze the major causes, events, and effects of United States involvement in World War II.

During the course of study, students will:

- ◆ Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan in the 1930s and 1940s and the response of the United States.
- ◆ Investigate appeasement, isolationism, and the war debates in the United States prior to the outbreak of war.
- ◆ Evaluate the impact of preparation and mobilization for war, including the Japanese internment policies and their effects.
- ◆ Detail major battles, military turning points, and key strategic decisions in both European and Pacific theaters.
- ◆ Analyze public and political reactions in the United States to the events of the Holocaust.

HIGH SCHOOL U.S. HISTORY

The student will assess the successes and shortcomings of United States foreign policy since World War II.

During the course of study, students will:

- ◆ Identify the origins of the Cold War, and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba.
- ◆ Examine the proliferation of nuclear weapons and the arms race.
- ◆ Describe the role of the United States in the formation of the United Nations, NATO, and other alliances.
- ◆ Evaluate the role of the United States in attempts at the containment of communism in Europe, Asia, and Latin America.
- ◆ Describe the fear of communist influence within the United States.
- ◆ Evaluate the causes and long-term foreign and domestic consequences of United States military commitments in Southeast Asia.
- ◆ Examine the strategic and economic factors in the development of Middle East policy, and relations with African nations.
- ◆ Assess the reasons for the collapse of communism in Eastern Europe and the Soviet Union.
- ◆ Relate the end of the Cold War to new challenges to the United States' leadership role in the world.

HIGH SCHOOL U.S. HISTORY

The student will analyze the economic, social, and political transformation of the United States since World War II.

During the course of study, students will:

- ◆ Describe segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society.
- ◆ Evaluate the success of the women's liberation movement and the changing roles of women in society.
- ◆ Examine the technology revolution and its impact on communication, transportation, and industry.
- ◆ Assess the impact of violent crime, illegal drug use, and trafficking.
- ◆ Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.
- ◆ Identify the contributions of political leaders, political activists, and civil rights leaders, and the major issues and trends in national elections.
- ◆ Examine the postwar rise in the standard of living, the oil embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.
- ◆ Evaluate the impact of political scandals on federal law, national policies, and political behavior.
- ◆ Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation.
- ◆ Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues in the post-World War II era.

WORLD GEOGRAPHY

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Geography is the study of spatial arrangement of the human/cultural world and factors making up the physical world. Students will use the skills and tools of geography to examine the world and its inhabitants, solve problems of geographic nature, and make informed decisions based upon solid research.

The student will use maps and other geographic models and tools to process geographic information from a spatial point of view and solve geographic problems.



During the course of study, students will:

- ◆ Use mental maps to organize information about people, places, and environments in relation to their spatial arrangement.
- ◆ Analyze the spatial organization of people, places, and environments around the globe.
- ◆ Design appropriate maps, recognize different map projections, and explain the concept of distortion.

HIGH SCHOOL WORLD GEOGRAPHY

The student will use the concepts of places and regions as the basic units for studying geography.

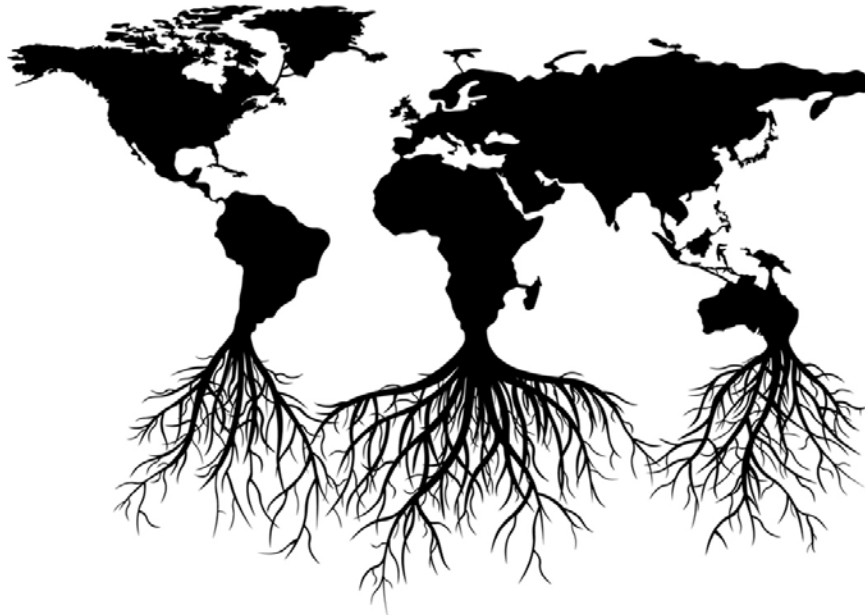
During the course of study, students will:

- ◆ Identify, analyze the human and physical characteristics, and issues of particular places and regions.
- ◆ Explain how culture and experiences influence people's understanding of places and regions.
- ◆ Explain how these perceptions change over time.



HIGH SCHOOL WORLD GEOGRAPHY

The student will examine earth's physical processes and organize them into ecosystems.



During the course of study, students will:

- ◆ Identify, analyze the human and physical characteristics, and issues of particular places and regions.
- ◆ Explain how culture and experiences influence people's understanding of places and regions.
- ◆ Explain how these perceptions change over time.

HIGH SCHOOL WORLD GEOGRAPHY

The student will examine human cultures, populations, and activities such as settlement, migration, commerce, conflict, and cooperation.

During the course of study, students will:

- ◆ Describe the characteristics, distribution, and impact of migration of human populations and cultures.
- ◆ Interpret the patterns of economic interdependence between regions, nations, and groups of peoples.
- ◆ Explain how human settlement has changed over time.
- ◆ Explain how the forces of cooperation and conflict among people influence the division and control of earth's regions.



HIGH SCHOOL WORLD GEOGRAPHY

The student will evaluate the interactions between humans and their environment.

During the course of study, students will:

- ◆ Explain how human actions modify the physical environment.
- ◆ Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.
- ◆ Explain the changes that occur in the meaning, use, distribution, and importance of resources.



The student will analyze problems and issues using geographic reasoning, tools, and skills.

During the course of study, students will:

- ◆ Explain the fundamental role that geographical context has played in affecting events in history.
- ◆ Apply geography to examine contemporary issues in the context of spatial and environmental perspectives.
- ◆ Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.

WORLD HISTORY

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

World history is a thorough survey of both western and non-western worlds from prehistoric through modern times. Topics include: the rise of civilization; political, social and economic developments of the Middle Ages; the Renaissance and era of discovery; the growth of democracy and nationalism; the industrial revolution; and the two world wars. Postwar problems and recent developments are also studied.



HIGH SCHOOL WORLD HISTORY

The student will demonstrate social studies research skills.

During the course of study, students will:

- ◆ Identify, analyze, and interpret primary and secondary sources, and artifacts.
- ◆ Validate sources as to their authenticity, authority, credibility, and possible bias.
- ◆ Construct timelines of key events, periods, and historically significant individuals.
- ◆ Identify and analyze the reasons for major shifts in national political boundaries.

The student will describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture.

During the course of study, students will:

- ◆ Describe the characteristics of hunter-gatherer societies.
- ◆ Identify the technological and social advancements that gave rise to stable communities.

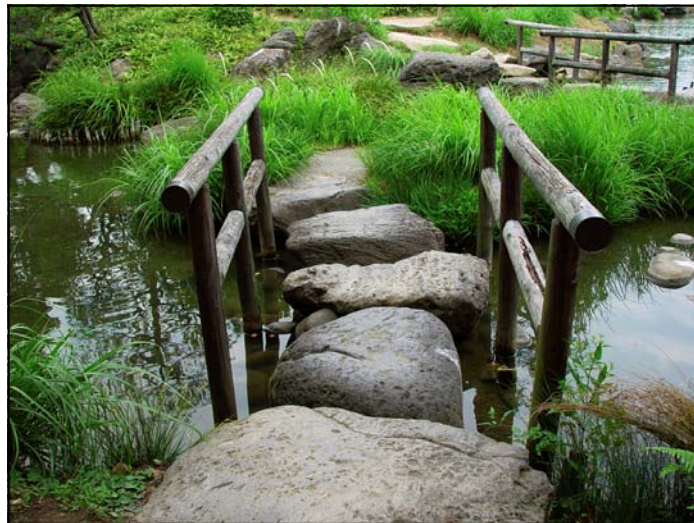


HIGH SCHOOL WORLD HISTORY

The student will compare selected ancient river civilizations and other ancient civilizations.

During the course of study, students will:

- ◆ Describe their location in time and place.
- ◆ Trace their development of cultural, political, and economic patterns.



The student will analyze ancient Greece and its impact on contemporary and future civilizations. Explain the influence of geography on Greek culture.

During the course of study, students will:

- ◆ Analyze the impact of Greek commerce and colonies on the Mediterranean region.
- ◆ Evaluate the spread of Hellenistic culture by Alexander the Great.

HIGH SCHOOL WORLD HISTORY

The student will describe and analyze ancient Rome and its impact on contemporary and future civilizations.

During the course of study, students will:

- ◆ Explain the influence of geography on Roman economic, social, and political development.
- ◆ Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.
- ◆ Analyze the Roman military domination of the Mediterranean basin and Western Europe, the spread of Roman culture in these areas, the impact of the *Pax Roman*, and the fall of the Roman Empire.
- ◆ Examine the origin, traditions, customs, beliefs, and spread of Judaism and Christianity.
- ◆ Describe the contributions of Rome in art, architecture, technology, science, literature, history, language, religion, and law.



HIGH SCHOOL WORLD HISTORY

The student will analyze the interactions and relationships between the Muslim world and Christendom, 600s-1000s.

During the course of study, students will:

- ◆ Describe the origin, theological foundations, traditions, customs, beliefs, and spread of Islam as well as Islam's influences in the Mediterranean region.
- ◆ Identify religious, political, and economic influences in the Mediterranean region.



The student will describe, compare, and contrast selected civilizations in Asia, Africa, and the Americas.

During the course of study, students will:

- ◆ Analyze India's caste system, the traditions, customs, beliefs, and significance of Hinduism, and the conquest by Muslim Turks and Mongols.

HIGH SCHOOL WORLD HISTORY

- ◆ Describe China under the Qin, Han, T'ang, and Sung dynasties; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
- ◆ Describe Japan's development, and the significance of Shintoism and Buddhism, and the influence of Chinese culture.
- ◆ Describe the kingdoms of Kush in eastern Africa and Ghana in western Africa.
- ◆ Describe the Olmec, Mayan, Aztec, and Inca civilizations in the Americas.

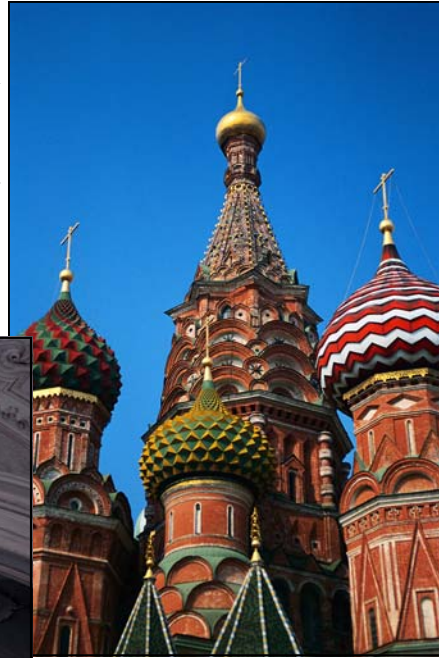


HIGH SCHOOL WORLD HISTORY

The student will describe and analyze the Byzantine Empire and Russia and their impact on contemporary and later civilizations.

During the course of study, students will:

- ◆ Explain the expansion of the Byzantine Empire and economy.
- ◆ Describe the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.



The student will describe and analyze the patterns of social, economic, and political change, and cultural achievement during the Middle Ages.

During the course of study, students will:

- ◆ Describe the structure of feudal society and its social, economic, and political effects.
- ◆ Examine the Age of Charlemagne.

HIGH SCHOOL WORLD HISTORY

- ◆ Trace the invasions and settlements of various peoples.
- ◆ Analyze the spread and influence of Christianity throughout Europe.
- ◆ Describe conflicts between European and Asian powers.
- ◆ Compare and contrast the feudal systems in Japan and Europe.



The student will analyze the historical causes and developments of the Renaissance.

During the course of study, students will:

- ◆ Examine the economic causes of the Renaissance, increased trade, and new economic practices.
- ◆ Describe Renaissance artistic, literary, scientific, political, and intellectual creativity and contrast these with the Middle Ages.

HIGH SCHOOL WORLD HISTORY

The student will analyze the historical sources and developments of the Reformation.

During the course of study, students will:

- ◆ Evaluate the effects of the theological, political, and economic differences that emerged during the Reformation.
 - ◆ Describe the influence of religious conflicts on government actions.
-

The student will analyze the impact of European expansion into the Americas, Africa, and Asia.

During the course of study, students will:

- ◆ Describe the roles of explorers and conquistadors.
 - ◆ Analyze migration, settlement patterns, and cultural diffusion.
 - ◆ Evaluate the economic and cultural transformations created by the emergence of plants in new places and the arrival of the horse in the Americas.
 - ◆ Describe the competition for resources and the rise of mercantilism, including the commercial and maritime growth of European nations, and the emergence of money and banking, global economies, and market systems.
-

The student will analyze the scientific, political, and economic changes in Europe and North America, 1500s – 1700s.

During the course of study, students will:

- ◆ Describe the establishment and authority of absolute monarchies.
- ◆ Examine the Glorious Revolution in England and the French Revolution, including the ideas of significant individuals.

HIGH SCHOOL WORLD HISTORY

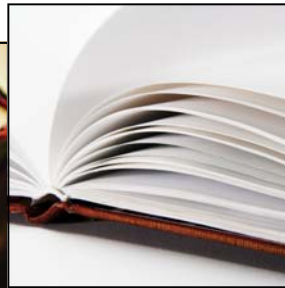
- ◆ Explain how the political and religious ideas of the Enlightenment affected the founders of the United States.
- ◆ Explain how new scientific theories and technological changes brought about social, political, and cultural changes.
- ◆ Describe how the arts, philosophy, and literature were influenced by significant individuals.



The student will describe political developments in the 1800s.

During the course of study, students will:

- ◆ Analyze the impact of the Congress of Vienna and the expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws.
- ◆ Analyze the unification of Germany and of Italy and the impact of the Meiji Restoration in Japan.



HIGH SCHOOL WORLD HISTORY

The student will analyze and explain the effects of the Industrial Revolution.

During the course of study, students will:

- ◆ Describe the rise and impact of industrial economies.
- ◆ Describe the scientific and technological changes which brought about massive social and cultural change.
- ◆ Analyze the emergence of capitalism and free enterprise as a dominant economic system.
- ◆ Evaluate the responses to capitalism, including the trade union movement.
- ◆ Explain how Asia, Africa, and South America were transformed by European commercial power.



The student will analyze major 20th century historical events through World War II.

During the course of study, students will:

HIGH SCHOOL WORLD HISTORY

- ◆ Evaluate the causes and effects of World War I.
- ◆ Describe the Bolshevik Revolution in Russia and the creation of the Soviet Union.
- ◆ Examine the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- ◆ Examine the causes and effects of World War II.



The student will evaluate post-World War II global and contemporary events.

- ◆ Describe regional military and political conflicts, such as Korea and Vietnam.
- ◆ Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.
- ◆ Examine the beginning and end of the Cold War and the collapse of the Soviet Union.
- ◆ Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.

HELPFUL NUMBERS

Curriculum

Assistant State Superintendent, (405) 521-4514

Team Leader, (405) 522-3521

Director, Arts in Education, (405) 521-3034

Director, Reading and Literacy, (405) 521-2537

Director, Language Arts, (405) 522-3522

Director, World Languages, (405) 521-3035

Director, Mathematics, (405) 522-3525

Director, Social Studies, (405) 522-3523

Director, Science, (405) 522-3524



OKLAHOMA STATE DEPARTMENT OF EDUCATION

SANDY GARRETT
STATE SUPERINTENDENT
OF PUBLIC INSTRUCTION

