

Distance Learning Sessions and Oklahoma Academic Standards

Relevant standards can be substituted to match almost every grade level

Session	English Language Arts	Mathematics	Science	Social Studies	Visual Art	Drama	NASET Career Preparatory Standards
Heroes and Myth	2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			WG.1; WH.1; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1	DT.CR.1; DT.RE.1; DT.RE.2; DT.RE.3; DT.CN.1; DT.CN.2; DT.CN.3	
The Show Must Go On	2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			WG.1; WH.1; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1	DT.CR.1; DT.RE.1; DT.RE.2; DT.RE.3; DT.CN.1; DT.CN.2; DT.CN.3	
Art and Archeology	1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3		PS.PS1.5; CH.PS1.7; CH.PS2.6; ES.ESS2.5	WG.1; WH.1; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1	DT.CR.1; DT.RE.1; DT.RE.2; DT.RE.3; DT.CN.1; DT.CN.2; DT.CN.3	
Reclaiming Power	2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			8.12; PS.6; PS.7; USH.9; WH.6; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1	DT.CR.1; DT.RE.1; DT.RE.2; DT.RE.3; DT.CN.1; DT.CN.2; DT.CN.3	
Portrait Detectives	1.S.2; 1.S.3; 1.S.4; 2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			PS.6; PS.7; USH.9; WH.1; WH.2; WH.3; WH.4; WH.5; WH.6; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1	DT.CR.1; DT.RE.1; DT.RE.2; DT.RE.3; DT.CN.1; DT.CN.2; DT.CN.3	
If These Walls Could Talk	1.S.2; 1.S.3; 1.S.4; 2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			PS.6; PS.7; USH.9; WG.1; WH.1; WH.2; WH.3; WH.4; WH.5; WH.6	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
She Persisted	1.S.2; 1.S.3; 1.S.4; 2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			PS.6; PS.7; USH.9; WH.2; WH.3; WH.4; WH.5; WH.6; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
The First Americans	1.S.2; 1.S.3; 1.S.4; 2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			OKH.1; OKH.2; USH.9; WH.1; WH.2; WH.3; WH.4; WH.5; WH.6; S.2	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
Enjoy The View	1.S.2; 1.S.3; 1.S.4; 2.R.1; 2.R.2; 2.R.3; 3.R.1; 3.R.2; 1.L.1; 1.L.2; 3.R.1; 3.R.2; 3.R.3			WG.1; WH.1; WH.2; WH.3; WH.4; WH.5; WH.6	VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
Back to Basics		G.RL.1; G.2D.1; G.3D.1	PS.PS1.5; CH.PS1.7; CH.PS2.6; ES.ESS2.5		VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
The Shape of Things		G.RL.1; G.2D.1; G.3D.1	PS.PS1.5; CH.PS1.7; CH.PS2.6; ES.ESS2.5		VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
A Material World		G.RL.1; G.2D.1; G.3D.1	PS.PS1.5; CH.PS1.7; CH.PS2.6; ES.ESS2.5		VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
Magic and Light		G.RL.1; G.2D.1; G.3D.1	PS.PS1.5; CH.PS1.7; CH.PS2.6; ES.ESS2.5		VA.CP.1; VA.CP.3; CHP.1; V.ARCM.1		
Art at Work							2.1.1; 2.1.4; 2.2.1; 2.2.2; 2.4.3; 2.4.4

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Standard Definitions:

ELA:

- 1.S.2 Students will engage in collaborative discussions about various topics and texts with peers and adults in small and large groups.
- 1.S.3 Students will ask and answer relevant questions to seek help, get information, or clarify information presented to confirm understanding.
- 1.S.4 Students will orally describe people, places, things, and events with relevant details expressing their ideas
- 2.R.1 Students will summarize print and/or non-print texts, including main idea and key details, to demonstrate comprehension within and between texts.
- 2.R.2 Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
- 2.R.3 Students will paraphrase a short passage in their own words to demonstrate comprehension.
- 3.R.1 Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.
- 3.R.2 Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts
- 1.L.1 Students will actively listen using appropriate discussion rules with control of verbal and nonverbal cues.
- 1.L.2 Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.
- 3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
- 3.R.2 Students will evaluate authors' perspectives in literary and/or informational texts and explain how perspectives contribute to the meaning of a work.
- 3.R.3 Students will evaluate how authors use the following literary elements to impact theme, mood, and/or tone, using textual evidence:
- setting
 - plot structure (e.g., foreshadowing, flashback, in media res)
 - conflict (i.e., internal and external)
 - characters (e.g., protagonist, antagonist)
 - characterization (i.e., direct, indirect)
 - point of view (e.g., narrator reliability)
 - archetypes

Mathematics:

- G.RL.1 Use appropriate tools and logic to evaluate mathematical arguments.
- G.2D.1 Discover, evaluate and analyze the relationships between lines, angles, and polygons to solve real-world and mathematical problems; express proofs in a form that clearly justifies the reasoning, such as two-column proofs, paragraph proofs, flow charts, or illustrations.
- G.3D.1 Solve real-world and mathematical problems involving three-dimensional figures.

Science:

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PS.PS1.5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

CH.PS1.7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

CH.PS2.6 Communicate scientific and technical information about why the molecular level structure of designed materials determines how the material functions.

ES.ESS2.5 Plan and conduct investigations of how the structure and resulting properties of water interact with the Earth's materials and surface processes.

Social Studies:

8.12 The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.

OKH.1 The student will describe the state's geography and the historic foundations laid by American Indian, European, and American cultures.

OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

PS.6 The student will understand the principles of motivation and emotion.

PS.7 The student will understand how society and culture influence a person's behavior and mental processes.

USH.9 The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.

WG.1 The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.

WH.1 The student will analyze and summarize the impact of the major patterns of political, economic, and cultural change over time to 1450 CE and their long-term influences.

WH.2 The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400-1750 CE)

WH.3 The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions and imperialism (1750-1900 CE).

WH.4 The student will evaluate the global transformation created by the World Wars (1900-1945 CE).

WH.5 The student will evaluate post World War II regional events leading to the transformations of the modern world (1945-1990 CE).

WH.6 The student will evaluate contemporary global issues and challenges.

S.2 The student will examine the influence of culture and the way cultural transmission is accomplished.

Visual Art:

VA.CP.1 Learn and use vocabulary and concepts related to visual arts.

VA.CP.3 Make creative choices and practice individual expression in application of concepts, language, techniques, and skills

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CHP.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

VA.ARCM.1 Perceive, analyze, interpret, and evaluate artistic work.

Drama:

DT.CR.1 Generate and conceptualize artistic ideas and work.

DT.RE.1 Perceive and analyze artistic work.

DT.RE.2 Interpret intent and meaning in artistic work.

DT.RE.3 Apply criteria to evaluate artistic work.

DT.CN.1 Synthesize and relate knowledge and personal experiences to art.

DT.CN.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

DT.CN.3 Research and relate artistic ideas/works and societal, cultural, and historical context to deepen understanding.

NASET* Career Preparatory Standards:

2.1.1 Schools and community partners offer courses, programs, and activities that broaden and deepen youths' knowledge of careers and allow for more informed postsecondary education and career choices

2.1.4 Youth and families understand the relationship between postsecondary education and career choices, and the role of financial and benefits planning.

2.2.1 Schools offer broad career curricula that allow youth to organize and select academic, career, and/or technical courses based on their career interests and goals.

2.2.2 With the guidance of school and/or community professionals, youth use a career planning process (e.g., assessments, career portfolio, etc.) incorporating their career goals, interests, and abilities.

2.4.3 Youth exhibit understanding of career expectations, workplace culture, and the changing nature of work and educational requirements.

2.4.4 Youth demonstrate that they understand how personal skills and characteristics (e.g., positive attitude, self-discipline, honesty, time management, etc.) affect their employability.

**The National Alliance for Secondary Education and Transition (NASET) is a national voluntary coalition of more than 40 organizations and advocacy groups representing special education, general education, career and technical education, youth development, multicultural perspectives, and parents.*