

EVIDENCE OF UNDERSTANDING

PRE K - 2 SOCIAL STUDIES



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. This is a major change.
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

PRE-KINDERGARTEN

CITIZENSHIP



PK.1.1 Describe the importance of rules, personal responsibilities, and natural consequences as a member of a family and classroom community.



PK.1.2 Identify the United States Flag as a symbol of the country and describe appropriate flag etiquette.

PK.1.3 Describe the concept of being a United States citizen.

PK.1.4 Explain the need to respect the uniqueness of individuals.



Evidence of Understanding

Students will understand importance of rules, United States Flag, being a United States citizen, and the need to respect individuals' uniqueness.



Digital Tools

- Digital Camera
- *Digital Portfolio*-- Seesaw
- *Search Engine* - Safe Search Kids, KidzSearch, Kiddle, KidRex



In Practice

- Students will use online search engine to find reliable information about flag etiquette.
- Students will use camera to find and take a picture of the United States flag.
- Students will use the digital portfolio to upload picture.
- Students will use the voice recording feature of the portfolio to describe flag etiquette.

PHYSICAL AND HUMAN GEOGRAPHY



PK.2.1 Explain that a map is a drawing of a place and the globe is a model of the Earth.

PK.2.2 Identify a classroom as a community.

PK.2.4 Use basic directional terms in relation to the student's relative location.



Evidence of Understanding

Students will be able to explain a map and globe, identify a classroom community, and use basic directional terms in relation to their own location.



Digital Tools

- *Sketch App* - Sketches School
- Device Camera
- *Student Application* - Sock Puppets
- *Interactive White Board Apps*: Educreations, Whiteboard: Absolute Board, Show Me, Google Jamboard
- *Green Screen App* - Do-Ink
- *Digital Portfolio* - Seesaw, Book Creator



In Practice

- Students will use a sketch or interactive whiteboard app to draw a map of their classroom.
- Students will take a screenshot or save their map to the camera roll.
- Students will use Sock Puppets app to record themselves discussing their classroom map and community.
- Students will use the Sock Puppets recording in a green screen app, such as Do Ink, with their classroom map as a background.
- Have the students upload their completed video to their digital portfolio.

HISTORICAL PEOPLE AND PLACES



PK.2.3 Describe family customs and traditions as basic elements of culture.

PK.3.1 Explain history as things that happened in the past.

PK.3.2 Explain that lessons can be learned from the past.

PK.3.3 Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.

PK.3.4 Describe how we honor people and events of the past.



Evidence of Understanding:

Students will be able to describe elements of culture, explain history and that lessons can be learned from the past, and how we honor people and events of the past. Students will be able to use chronological words to describe how things change.



Digital Tools

- *Digital Portfolio* - Seesaw
- *Storytelling Apps*- Google Slides, Book Creator, Shadow Puppets EDU
- *Mind Mapping Application* - Popplet



In Practice

- Students will use a device camera or Seesaw to record themselves discussing customs and traditions within their own family and culture.
- Students will use a mind mapping app to make their own family tree.
- Students will use a story telling app to retell a historical event. The retelling will include sequencing words and phrases and the importance of the people and event.

ECONOMIC CONCEPTS



PK.4.1 Describe how various school personnel impact one's life.

PK.4.2 Identify basic needs all people share.

PK.4.3 Explain why people work.

PK.4.4 Explain that money can be used to buy things.



Evidence of Understanding:

Students will identify and describe the importance of community helpers within the school. Students will identify basic needs that all people have and explain how work and money are used to provide for those basic needs.



Digital Tools

- Digital Camera
- *Digital Portfolio* -- [Seesaw](#), [Book Creator](#)
- *Content Library* - [Time for Kids](#), [Epic!](#), [Bankaroo](#)



In Practice

- Discuss with students about basic needs.
- Have students use a content library app to obtain information about different types of work and how money is earned.
- Ask students to take a picture of a community helper within the school.
- Have the students upload their picture to Seesaw or a digital book creating app like Book Creator.
- Have the students add an audio recording to their picture in Seesaw or Book Creator explaining the value and importance of that role.

KINDERGARTEN

CITIZENSHIP



K.1.1 Describe the importance of rules and personal responsibilities, including working together to make decisions as a member of the family, class, and school.

K.1.5 Identify ways to be an active member of the community.

K.2.3 Explain that the school is part of a larger community and one's community is within the state of Oklahoma.

K.2.4 Describe what makes one's community alike or different than other communities.

K.2.5 Describe family and community customs and traditions as basic elements of culture.



Evidence of Understanding

Students will understand rules and responsibilities to make decisions in various communities. Students will understand different types of communities and how to be active members of those communities.



Digital Tools

- Digital Camera
- Digital Portfolio -- [Seesaw](#), [Book Creator](#)
- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#)
- Video Editor- [Clips](#), [iMovie](#), [Loom](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)



In Practice

- Students will create a short video describing how families, schools, and communities needs rules and responsibilities to work together.
- Have students find photos of different communities within the state of Oklahoma; including their own.
- Students will create a digital collage with their pictures and describe the photos using the annotation tools.
- Students can also use the photos and collages to create a digital book comparing how the communities are similar and different.

UNITED STATES SYMBOLS



K.1.2 Identify the United States Flag as a symbol of the country, explaining the stripes as symbols for the thirteen original colonies and the stars as symbols for the current states of the union.

K.1.3 Identify the purpose of the Pledge of Allegiance and practice appropriate flag etiquette.

K.1.4 Identify other important United States symbols including the Statue of Liberty located in New York Harbor.



Evidence of Understanding

Students will use digital tools to understand important American symbols. Students will understand the purpose of the Pledge of Allegiance and proper flag etiquette.



Digital Tools

- Digital Camera
- *Interactive Whiteboard Application* - Educreations, Absolute Board, Show Me, Google Jamboard
- *Digital Portfolio* - Seesaw
- *Photo Editor* - Phonto, Pic Collage, Adobe Spark, Canva
- *Video Editor* - Clips, Do-Ink, iMovie, Loom
- *Story Telling Application* - Shadow Puppets EDU, Toontastic



In Practice

- Discuss with students the proper flag etiquette
- Have students use a whiteboard and/or storytelling app to draw a picture of the United States Flag.
- Students will then upload their photo to Clips, Shadow Puppets or other video and audio recording application.
- Students will record their voice explaining the thirteen stripes as symbols for colonies and stars as symbols for the current states.
- Students can research and find pictures of other American Symbols like the Statute of Liberty and create a collage.

MAP SKILLS



K.2.1 Explain that a map is a drawing of a place and construct basic maps.

K.2.2 Identify the shape of the state of Oklahoma on a map.

K.2.6 Identify basic cardinal directions and relative location terms.



Evidence of Understanding

Students will understand that a map is a drawing of a place and they will be able to construct basic maps using a whiteboard app.

Students will be able to identify Oklahoma and basic cardinal directions on a digital map.



Digital Tools

- Digital Camera
- *Sketch Application* - Sketches School, Notes, Absolute Board, Google Draw
- *Presentation* - Keynote, Google Slides
- *Story Telling Application* - Shadow Puppets EDU, Book Creator
- *Classroom Management System* - Showbie, Seesaw



In Practice

- Using a whiteboard or sketch app, students will create a map(s) of their classroom, school, community, and/or state.
- Students will be able to share their pictures using a presentation tool or storytelling app.
- Students will be given a digital map of the United States through classroom management tool and will locate and label the state of Oklahoma.

HISTORIC EVENTS AND PEOPLE



K.3.1 Explain how events of the past may have affected our community and the way we live today.

K.3.2 Explain that different types of sources can be used to learn about the past.

K.3.3 Use words and phrases related to chronology and time to explain how things change including before/after and today/tomorrow/yesterday.

K.3.4 Explain how we honor people and events of the past.



Evidence of Understanding

Students will be able to explain that the past affects our lives and community today. Students will understand that different types of sources can help us learn about the past and be able to use chronological words and phrases to explain change.



Digital Tools

- *Story Telling Application* - [ChatterPix Kids](#), [Shadow Puppets EDU](#), [Book Creator](#)
- *Content Library* - [Epic!](#), [Time for Kids](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)



In Practice

- Students can use a content library or a search engine to study an important person or event of the past from their community.
- Have students find pictures about their person or events to upload to Shadow Puppets EDU or other storytelling app.
- Have students use Shadow Puppets EDU or other storytelling app to tell about the event in chronological order and how it affects our lives today.

ECONOMIC CONCEPTS



K.4.1 Explain how various community people including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student's life.

K.4.2 Describe the basic needs of food, clothing and shelter that are common to all people and differentiate between these needs and a want.

K.4.3 Explain the relationship between work and earning money.

K.4.4 Identify ways that people use their money, including spending and saving.



Evidence of Understanding

Students will understand the importance of community helpers within their own lives. Students will understand what basic needs are and how money earned by working can help provide for those needs and can also be used for saving.



Digital Tools

- *Video Editor* - Clips, Do-Ink
- *Mind Mapping Application* - Padlet, Popplet
- *Digital Portfolio* - Seesaw
- *Creative Storytelling*- Toca Boca Neighborhood App, Toca Life: Town



In Practice

- Students will access a content library to read more about different community helpers.
- Students will use the app Toca Life: Town and retell the importance of community helpers.
- Students will collaborate while using a mind mapping app to discuss basic needs versus wants.
- Students will upload their maps to a digital portfolio.

FIRST GRADE

CITIZENSHIP



1.1.1 Identify the main purpose of government, its rules and laws, including the concept of consequences for one's actions when a law or rule is violated.

1.1.2 Describe how citizens within communities work together to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

1.2.2 Compare the features of urban and rural communities.

1.2.5 Describe community customs and traditions as basic elements of culture.



Evidence of Understanding

Students will identify the main purpose of government, describe how citizens work together, compare urban and rural communities, and describe the basic elements of culture.



Digital Tools

- *Presentation* - Keynote, Google Slides
- *Content Library* - Epic!, Time for Kids
- *Photo Library* - Pics4Learning, Photos 4 Class
- *Photo Editor* - Pic Collage, Adobe Spark, Canva
- *Story Telling Application* - Book Creator, Pages, Google Docs, Shadow Puppets EDU, Seesaw



In Practice

- Discuss rules and laws of government and consequences for violating these rules and laws.
- Have students research pictures of rural and urban communities and use a photo collage app to compare rural and urban communities.
- Students can also use a storytelling app to create an ebook with photos.
- Have students use a content library to research about a culture different from their own.
- Students can use a presentation tool to share their information.

AMERICAN SYMBOLS



1.1.3 Explain patriotic traditions including The Pledge of Allegiance, demonstration of appropriate flag etiquette, and proper behavior during the playing of The Star-Spangled Banner.

1.1.4 Identify important symbols of the United States' including the Bald Eagle and the Liberty Bell, and explain their meanings.



Evidence of Understanding

Students will identify and explain patriotic traditions and important American symbols.



Digital Tools

- *Mind Mapping Application* - [Venn Diagram](#), [Popplet](#), [Padlet](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *Story Telling Application* - [Shadow Puppets EDU](#)
- *Photo Editor* - [PicCollage](#), [Adobe Spark](#), [Canva](#)



In Practice

- Discuss American patriotic traditions with students.
- Students will watch the playing of the Star Spangled Banner at a baseball game.
- Students will use a mind mapping app to share their observations.
- Use a photo library to choose three symbols that represent America.
- Students can make a collage to describe each symbol.

GEOGRAPHIC CONCEPTS



1.2.1 Describe how natural physical features affect how people in a community live.

1.2.3 Identify cardinal directions and locations on a map.

1.2.4 Describe the concepts of continents and oceans.



Evidence of Understanding

Students will understand how natural physical features affect a community and its members. They will identify cardinal directions and locations on a map. Students will understand and describe continents and oceans.



Digital Tools

- Maps- Google Maps, Apple Maps
- *Sketch Application* - Auto Draw
- *Whiteboard Application* Educreations, Whiteboard: Absolute Board, Show Me, Google Jamboard
- *Digital Portfolio* - Seesaw, Book Creator
- *Mapping Tool*- Lizard Point



In Practice

- Students will use a digital map to identify types of physical land features in their community.
- Students will use a sketch or whiteboard app to draw a map of their community.
- Students will upload their map drawing to a digital portfolio or storytelling app.
- Students can add an audio recording to their picture in a Digital Portfolio explaining how the physical features affect the community.

HISTORICAL EVENTS AND FIGURES



- 1.3.1 Describe the contributions of people and groups who have shaped our history.
- 1.3.2 Identify ways that communities commemorate important places and events of the past.
- 1.3.3 Explain why people may see events from different points of view.
- 1.3.4 Identify primary sources and how they help us to learn about the past.



Evidence of Understanding

Students will be able to identify sources that can help us learn about the past and understand how communities honor historical events and figures. Students will be able to explain why events are viewed differently by people.



Digital Tools

- *Content Library* - [Epic!](#)
- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)
- *Story Telling Application* - [Book Creator](#), [Pages](#), [Google Docs](#), [Shadow Puppets EDU](#), [Seesaw](#)
- *Presentation* - [Google Slides](#)



In Practice

- Students will collaborate and use a safe search engine and content library to research a historical event or person.
- Students will use a storytelling app to create a digital book with the information they gathered during their research.
- Students can use a presentation tool to present book to peers.

ECONOMIC CONCEPTS



1.4.1 Summarize the need for money, how money is earned and how money and credit are used in order to meet needs and wants, including the costs and benefits of spending and saving.

1.4.2 Describe the role of banks in an economy.

1.4.3 Identify and explain the roles of consumers and producers in the American economy.

1.4.4 Explain supply and demand.



Evidence of Understanding

Students will be able to explain how money is used and earned, the role of banks, consumers and producers, and supply versus demand.



Digital Tools

- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)
- *Content Library* - [Epic!](#), [Time for Kids](#)
- *Content* - [Bankaroo App](#)
- *Website* - [Federal Reserve Bank of Cleveland](#)
- *Website* - [My Classroom Economy](#)



In Practice

- Discuss how money is earned, used, and why it is needed within our economic system.
- Give students a job through My Classroom Economy or Bankaroo.
- Students will research a variety of careers using a safe search engine or library content app.
- Students can take a virtual field trip to a bank and learn about spending, saving, and the role banks play.
- Students will work collaboratively to develop a concept for a new product to be consumed.

SECOND GRADE

FOUNDATIONS OF AMERICAN GOVERNMENT



- 2.1.1 Define the need for written laws and government, such as the Constitution of the United States
- 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 their views.
- 2.1.4 Identify the basic roles of national leaders including the President of the United States and the members of the United States Congress.
- 2.1.5 Explain how all people can play an important role in their community.



Evidence of Understanding

Students will understand the foundations of American Government, such as the Constitution, voting rights, rights and liberties, the roles of national leaders, and community members.



Digital Tools

- *Polling Application- Plickers*
- *Mind Mapping Application - Popplet, Padlet*
- *Word Processor - Pages, Google Docs, Microsoft Word*
- *Digital Portfolio - Book Creator*



In Practice

- Discuss the voting process.
- Discuss the Constitution and the five rights in the First Amendment.
- Students will use polling app to vote over items to be added to a class constitution.
- Students will use the data from poll to write a class constitution using a word processing app.
- Discuss the roles of national leaders.
- Students can use a digital Venn Diagram or other mind mapping app to compare the roles of the President of the United States and the members of the United States Congress.
- Students can screenshot the Venn Diagram then upload to a digital portfolio to add audio recording explaining the roles.

MAP SKILLS



2.2.1 Construct basic maps and use map symbols.

2.2.2 Describe absolute and relative location using basic maps and globes with latitude, longitude, and hemispheres.

2.2.3 Compare the uses of physical and political maps.

2.2.4 Identify and locate on a map basic landforms, bodies of water, continents, and oceans.



Evidence of Understanding:

Students will be able to construct basic maps with symbols, describe location using maps and globes, compare physical and political maps, and identify landforms.



Digital Tools

- *Sketch Application*- Sketches School, Absolute Board, Google Draw
- Device Camera Roll
- *Interactive Image*- Thinglink
- Maps - Google Maps, Apple Maps
- *Photo Editor* - Pic Collage, Adobe Spark, Canva
- *Digital Portfolio* - Seesaw, Book Creator



In Practice

- Students will use a sketch app to create maps of class, community, and state.
- Students will use interactive images to describe features of their maps.
- Students can use maps to create an ebook or slide show that can be uploaded onto digital portfolio.
- Students will use maps to view different hemispheres and types of landforms.
- Students can use a photo collage to compare physical and political maps. Using a Digital Portfolio, students can add an audio recording to their picture to compare the use of political and physical maps.

HUMAN-ENVIRONMENT INTERACTIONS



2.2.5 Describe how communities modify the environment to meet their needs.



Evidence of Understanding:

Students will understand how the environment has been modified to meet the needs of the community.



Digital Tools

- *Mind Mapping Application* - Venn Diagram, Popplet, Padlet
- Digital Portfolio -- Seesaw, Book Creator



In Practice

- Discuss and compare the current and past environments.
- Use a mind mapping app to show similarities and differences of current and past environments.
- Students can screenshot the Venn Diagram or mind map, then upload to a digital portfolio to add audio recording explaining how the environments have been adapted to meet community needs.

CULTURE



2.2.6 Describe customs, traditions, clothing, food, housing, and music as basic elements of culture.



Evidence of Understanding:

Students will be able to describe the elements of culture.



Digital Tools

- *Search Engine* - [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)
- *Content Library* - [Epic!](#), [Time for Kids](#)
- *Photo Library* - [Pics4Learning](#), [Photos 4 Class](#)
- *Photo Editor* - [Pic Collage](#), [Adobe Spark](#), [Canva](#)
- *Story Telling Application* - [Shadow Puppets EDU](#), [Book Creator](#), [Google Docs](#), [Seesaw](#)
- *Animation and Drawing*- [Do-Ink](#)



In Practice

- Students will use a content library to find information about a culture and to find symbols of the culture.
- Students will create a photo collage with the symbol photos and record the information about the culture that was researched.

AMERICAN FREEDOM LEADERS



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 Discuss possible reasons for events in the past.



Evidence of Understanding:

Students will be able to analyze American freedom leaders, both present and past, compare historical events using different sources, and discuss the reasons that events in the past occurred.



Digital Tools

- *Search Engine* - Safe Search Kids, KidzSearch, Kiddle, KidRex
- *Portfolio Application* - Seesaw
- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Student Response* - Flipgrid
- QR Code Generator
- *Voice Record Application* - Voice Memos



In Practice

- Have students use a content library and safe search engine to find information about a historical person.
- Students will compile information using a word processing.
- Students will use a Seesaw or a voice recording app to create a QR code of them reading the information gathered.
- Students will create a poster board with pictures, word processing information, and add the QR code of their voice recording.
- Discuss with students a historical event, reviewing reasons the event occurred and viewpoints of different people within the event.
- Have students respond to a Flipgrid question to check for understanding about the event.

AMERICAN ECONOMY



2.4.1 Describe ways people are paid for their labor and how goods and services are purchased.

2.4.2 Explain economic interdependence that leads to barter and trade.

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 producers and consumers.



Evidence of Understanding:

Students will understand and describe the American economy, how money is earned to purchase goods and services, the importance of taxes, and a budget.



Digital Tools

- *Word Processor* - Pages, Google Docs, Microsoft Word
- *Content*- My Classroom Economy, Bankaroo
- K20 Center Lessons
- *Student Response*- Flipgrid



In Practice

- Discuss with students different ways money is earned and how and why income is taxed.
- Students will use a word processing app to submit an application for a classroom job.
- Students will interview for classroom job seeking.
- Students will pay taxes, rent, fines, and earn a salary using a content app or site.
- Students will create a monthly budget to purchase items within the class.
- Students can use Flipgrid to reflect on the application and interview process.

RESOURCES

PRE-KINDERGARTEN RESOURCES

Student

- [CBC Kids](#)
- [PBS Kids](#)
- [Brain POP](#)
- [Education.com](#)
- [SmartExchange](#)
- [Conscious Discipline](#)
- [Go Noodle](#)

KINDERGARTEN RESOURCES

- Inquiry Design Model- What Makes Holidays Special?
- PBS Kids
- Brain POP
- SmartExchange
- Epic!
- Bankaroo

FIRST GRADE RESOURCES

- [Oklahoma Council for the Social Studies- 1st grade folder](#)
- [Smithsonian Learning Lab](#)
- [Brain POP](#)
- [Bankaroo](#)

SECOND GRADE RESOURCES

- [The Story of Standing Bear \(Tribal Sovereignty\)](#)
- [Oklahoma Council for the Social Studies- 2nd grade folder](#)
- Inquiry Design Model- [How do we Shape our Environment?](#)
- [Smithsonian Learning Lab](#)
- [Bankaroo](#)