

# Oklahoma Social Studies *Priority Academic Student Skills*

## Grade 5 Social Studies

The primary focus for fifth grade students relates to the history of the United States from early European explorations to approximately 1850. However, for the Grade 5 criterion-referenced test in Social Studies, the time frame is approximately 1492-1800, or from European contact through the presidential election of 1800. Fifth graders will continue to learn fundamental concepts in civics, economics, and geography. Students will study United States history thematically and chronologically, and examine the everyday life of people at different times in our history. Fifth graders continue to review and strengthen map and globe skills, and interpret geographical information presented in a variety of formats. **NOTE:** Standard 1 process skills are integrated throughout the remaining content standards and will be used to assess the content of Standards 2, 3, 4, 5, and 7. Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP). Book icons (📖) identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

Standards And Objectives	Correlations
<b>*Standard 1: The student will develop and demonstrate the process skills of social studies.</b> 📖	
*1. Locate, gather, analyze, and apply information from primary and secondary sources using examples of different perspectives and points of view	CAH1, pp.2-3, 14, 19, 26, 36-37, 49, 51, 58, 68-69, 80, 92,102-103, 113, 119, 125, 135-7, 146, 153, 165, 167-9, 174, 190, 199-201, 209, 229, 231, 245, 252, 261, 268, 282, 302, 316, 327, 330, 339, T-1 to 4, 17 to 20, BLM 2, 9, 18, 26, 34, 42, 50, 58, 66, 74, 82, 90, 98, 106, 114, 122, 130, 138, 146, 145
*2. Construct timelines from significant events in United States history.	CAH1, pp. 2-3, 36-37, 51, 68-67, 102-103, 136-137, 168-169, 200-201, 232-233, 262-263, 292-293
<b>Standard 2: The student will describe the early exploration of America</b>	
1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.	Unit 1, Ch 2, pp. 20-35, T-1, T-2, T-8, T-9, BLM 9-24
2. Identify the impact of the encounter between Native Americans and Europeans.	CAH1, pp. 14, 39-45, 47-48, 50, 60, 81-84, 88-89, 92, 95, T-1, T-8
<b>Standard 3: The student will examine the growth and development of colonial America.</b>	
1. Describe early European settlements in colonial America (e.g., Jamestown, Plymouth Plantations, Massachusetts Bay, and New Amsterdam), and identify reasons people came to the Americas (e.g., economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison).	CAH1, Unit 2, pp. 36-67, T-1, T-2, T-7, BLM 25-40
2. Describe the similarities and differences (e.g., social, agricultural, and economic) in the New England, mid-Atlantic, and southern colonies, and compare and contrast life in the colonies in the eighteenth century from (e.g., large landowners, farmers, artisans, women, slaves, and indentured servants).	CAH1, Unit 3, pp. 68-101, T-1, T-2, T-7, BLM 25-40
3. Relate the contributions of important individuals and groups (e.g., John Smith, John Rolfe, Puritans, Pilgrims, Peter Stuyvesant, Roger Williams, Anne Hutchinson, Lord Baltimore, Quakers, William Penn, and James Oglethorpe). 📖	CAH1, Unit 2, Ch 4, pp. 52-67; CAH1, Unit 3, Ch 6, pp. 87-101, BLM 25-40
<b>Standard 4: The student will examine the lasting impact of the American Revolution.</b>	
1. Describe the causes and results of conflicts between England and Colonial America (e.g., the French and Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown).	CAH1, Unit 4, pp. 102-135, T-1, T-2, T-7, T-12, T16, BLM 41-64
*2. Give examples that show how scarcity and choice govern economic decisions (e.g., Boston Tea Party and	CAH1, Unit 4, Ch 7, L 2, pp.111, 114-5, BLM 41-64

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boycott).	
3. Identify and interpret the basic ideals expressed in the Declaration of Independence (e.g., "all men are created equal" and "life, liberty and the pursuit of happiness").	CAH1, Unit 4, Ch 8, L 2, pp. 127-8
4. Recognize the contributions of key individuals and groups involved in the American Revolution (e.g., Samuel Adams, the Sons of Liberty, Paul Revere, Mercy Otis Warren, George Washington, Thomas Paine, Thomas Jefferson, Marquis de Lafayette, King George III, Hessians, and Lord Cornwallis). 📖	CAH1, Unit 4, pp. 102-135, BLM 41-64
<b>Standard 5: The student will describe the changing nation during the early federal period.</b>	
*1. Explain the purposes of government.	CAH1, Unit 5, Ch 9, pp. 136-53
2. Identify and interpret the basic ideals expressed in and the reasons for writing the United States Constitution (e.g., weaknesses of the Articles of Confederation and Shays' Rebellion, and the goals listed in the Preamble), and outline the major provisions of the Constitution, including the federal system and the three branches of government.	CAH1, Unit 5, pp. 136-67, BLM 65--80
3. Describe the struggles involved in writing the United States Constitution (e.g., the interests of large states and small states and the major compromises over representation in Congress), its ratification (e.g., Federalists vs. Antifederalists), and the addition of the Bill of Rights; and explain the rights and responsibilities of citizens.	CAH1, Unit 5, Ch 9, L 3, pp. 147-150; Unit 5, Ch 10, L 3, pp. 162-4, BLM 65--80
*4. Describe the relationship between taxation and government services.	CAH1, Unit 4, Ch 7, L 1, p. 108; Unit 5, Ch 9, p. 145; Unit 6, Ch 11, L1 p. 176
<b>*Standard 6: The student will explore the growth and progress of the new nation.</b>	
*1. Describe and sequence the territorial exploration, expansion, and settlement of the United States, including the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.	CAH1, Unit 6, Ch 12, pp. 189-91, 199; Unit 7, Ch 13, L 3, p. 211; Unit 9, Ch 18, pp. 279-291, T-1, T-2, T-6, T-10, T-13, BLM 91-94
*2. Explain the impact of Andrew Jackson's presidency (e.g., the role of the "common man" in politics and the significance of Jackson's Indian policy).	CAH1, Unit 7, Ch 14, pp. 217-32, T-14, BLM 105-112
*3. Relate some of the major influences on westward expansion (e.g., the Monroe Doctrine, canals and river systems, railroads, economic incentives, Manifest Destiny, and the frontier spirit) to the distribution and movement of people, goods, and services.	CAH1, Unit 6, Ch12, L 2, pp. 192-3; Unit 7, Ch 13 pp. 202-15; Ch 14, p. 218; Unit 9, Ch 17, p. 271; Ch 18 p. 281, T-1, T-2, T-6, T15, BLM 137-44
4. Identify the ways manufacturing and inventions (e.g., cotton gin, McCormick reaper, and steam power) created an Industrial Revolution in the United States. 📖	CAH1, Unit 6, Ch12, L 2, pp. 192-3; Unit 8, Ch 15, p. 235; Unit 9, Ch 17, pp. 265 -77, BLM 89, 129-36
*5. Examine the abolitionist and women's suffrage movements and their leaders (e.g., Frederick Douglass, William Lloyd Garrison, John Brown, Sojourner Truth, Harriet Tubman, Harriet Beecher Stowe, Elizabeth Cady Stanton, and Susan B. Anthony). 📖	<b>Abolitionist Movement:</b> CAH1, Unit 8, 233; Ch 16, L 2, pp. 253-6; Unit 10, Ch 19, p. 298, BLM 121-128 <b>Women's Suffrage Movement:</b> CAH1, Unit 8, 233; Ch 16, L 2, pp.

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<b>Standard 7: The student will review and strengthen geographic skills.</b>	
1. Identify, evaluate and draw conclusions from different kinds of maps, graphs, charts, diagrams, and other sources and representations, such as aerial and shuttle photographs, satellite-produced images, the geographic information system (GIS), encyclopedias, almanacs, dictionaries, atlases, and computer-based technologies; and construct and use maps of locales, regions, continents, and the world that demonstrate an understanding of mental mapping, relative location, direction, latitude, longitude, key, legend, map symbols, scale, size, shape, and landforms. 📖	CAH1, pp. 5, 7, 8, 12, 22, 25, 28, 32, 35, 40, 44, 48, 56, 72, 73, 78, 81, 89, 91, 107, 109, 122, 131, 133, 141, 142, 164, 178, 183, 189, 194, 196, 202, 205, 207, 208, 212, 215, 219, 221, 225, 227, 236, 237, 247, 259, 264, 270, 277, 279, 280, 288, 291, 296, 300, 309, 312, 314, 321, 323, 325, 345-6, T-1, T-2, T-3, T-4, T-5, T-6
2. Evaluate how the physical environment affects humans and how humans modify their physical environment.	CAH1, Unit 1, Ch 1, pp. 2-19; Unit 2, pp. 38-66; Unit 3, Ch 5, pp. 71-5; Unit 6, Ch 12, pp. 192-3; Unit 7, Ch 13, pp. 203-9; Unit 8, Ch 15, pp. 235-7; Unit 9, Ch 17, pp. 264-71
3. Analyze the physical characteristics of historical places in various regions and the role they played (e.g., Jamestown for the English, St. Augustine for the Spanish, New Orleans for the French, and the Cherokee lands in the Carolinas and Georgia) by using a variety of visual materials and data sources at different scales (e.g., photographs, satellite and shuttle images, pictures, tables, charts, topographic and historical maps, and primary documents).	CAH1, Unit 1, Ch 1, L 2, pp. 10-3; Unit 2, Ch 3, p. 43; 47-49; Ch 4, p. 54; Unit 7, Ch 14, p. 227, T-1, T-2, T-3, T-9,
4. Interpret geographic information to explain how society changed as the population of the United States moved west, including where Native Americans lived and how they made their living	CAH1, Unit 1, Ch1, pp. 5-19; Unit 3, Ch 5, pp. 81-4, T-1, T-2, BLM 1-8
*5. Compare and contrast how different cultures adapt to, modify, and have an impact on their physical environment (e.g., the use of natural resources, farming techniques or other land use, recycling, housing, clothing, and physical environmental constraints and hazards).	CAH1, Unit 1, Ch 1, pp. 2-19; Unit 2, pp. 38-66; Unit 3, Ch 5, pp. 71-5; Unit 6, Ch 12, pp. 192-3; Unit 7, Ch 13, pp. 203-9; Unit 8, Ch 15, pp. 235-7; Unit 9, Ch 17, pp. 264-71

**Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”**

**Book Abbreviations:**

**CAH1 = Contemporary’s American History 1, Before 1865**

**T = Transparency**

**BLM = Blackline Masters**