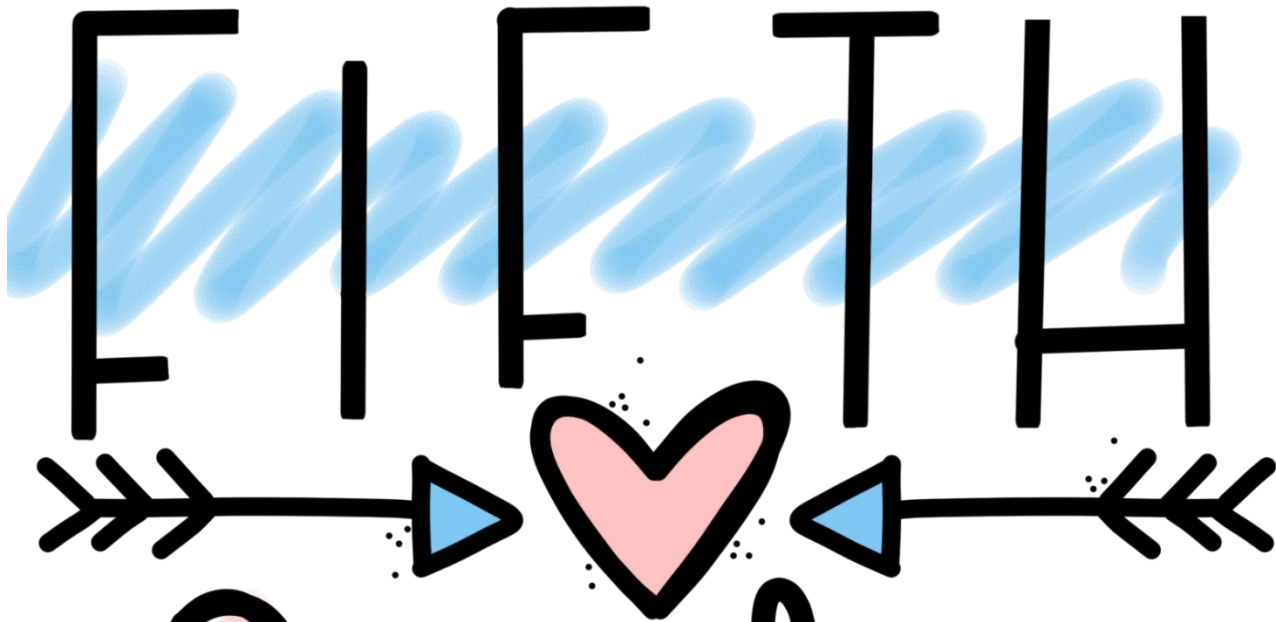


STANDARDS

Oklahoma Standards Checklist



Grades





Oklahoma Academic Standards for ELA

5th Grade

Standard I: Speaking & Listening

Listening

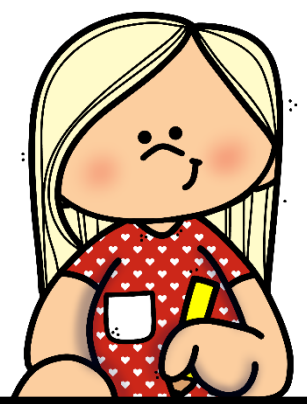
Standard	Date	Date	Notes
5.I.L.1 Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.			
5.I.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.			

Standard I: Speaking & Listening

Speaking

Standard	Date	Date	Notes
5.I.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.			
5.I.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.			
5.I.S.3 Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.			

Standard 2: Reading & Writing Foundations



Phonological Awareness

Standard	Date	Date	Notes
Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.			

Print Concepts

Standard	Date	Date	Notes
5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences			

Phonics & Word Study

Standard	Date	Date	Notes
Students will continue to review and apply earlier grade-level expectations for this standard. If phonics and word study skills are not mastered, students will address skills from previous grades.			

Standard 2: Reading & Writing Foundations

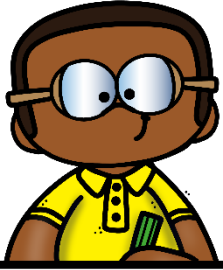


Spelling/Encoding

Standard	Date	Date	Notes
5.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills: <ul style="list-style-type: none">• letter-sound correspondences• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)			
5.2.SE.2 Students will use structural analysis to correctly spell the following parts of words: <ul style="list-style-type: none">• contractions• abbreviations• common spelling rules related to adding prefixes and suffixes			

Fluency

Standard	Date	Date	Notes
5.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.			
5.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.			



Standard 2: Reading and Writing Process

Reading

Standard	Date	Date	Notes
5.2.R.1 Students will explain how key supporting details support the main idea of a text.			
5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.			
5.2.R.3 Students will summarize and sequence the important events of a story.			
5.2.R.4 Students will summarize facts and details from an informational text.			

Writing

Standard	Date	Date	Notes
5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.			
5.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).			
5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.			
5.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).			



Standard 3: Critical Reading and Writing

Reading

Standard	Date	Date	Notes
5.3.R.1 Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.			
5.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.			
5.3.R.3 Students will determine how literary elements contribute to the meaning of a literary text: <ul style="list-style-type: none">• setting• plot• characters (i.e., protagonist, antagonist)• characterization• conflict• theme			
5.3.R.4 Students will determine how literary devices contribute to the meaning of a text: <ul style="list-style-type: none">• imagery• metaphor• idiom• personification• hyperbole• simile• alliteration• onomatopoeia			
5.3.R.5 Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.			



Standard 3: Critical Reading and Writing

Reading

Standard	Date	Date	Notes
5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.			
5.3.R.7 Students will distinguish the structures of informational texts: <ul style="list-style-type: none">● compare/contrast● cause/effect● problem/solution● description● sequential			

Standard 3: Critical Reading and Writing

Writing

Standard	Date	Date	Notes
5.3.W.1 Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none">● include plots with a climax and resolution● include developed characters who overcome conflicts and use dialogue● use a consistent point of view● unfold in chronological sequence● use sentence variety, sensory details, and vivid language to create interest● model literary elements and/or literary devices from mentor texts			

Standard 3: Critical Reading and Writing

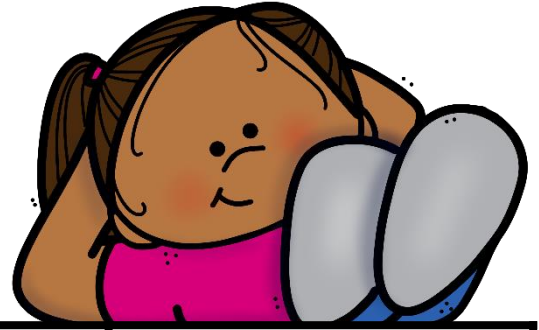


Writing

Standard	Date	Date	Notes
<p>5.3.W.2 Students will compose informative essays that</p> <ul style="list-style-type: none">● introduce and develop a topic● incorporate evidence (e.g., specific facts, examples, charts, and graphs)● maintain an organized structure with transitional words and phrases● use sentence variety and word choice to create interest● model literary devices from mentor texts			
<p>5.3.W.3 Students will write opinion essays that:</p> <ul style="list-style-type: none">● introduce a topic and state a clear opinion● incorporate relevant, text-based evidence to support the opinion● use sentence variety and word choice to create interest● organize writing in a logical sequence with transitional words and phrases			

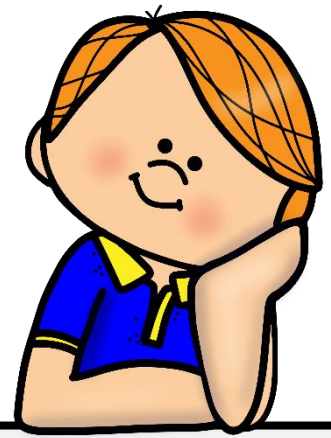
Standard 4: Vocabulary

Reading



Standard	Date	Date	Notes
5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.			
5.4.R.2 Students will use context clues to clarify the meaning of words.			
5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.			
5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.			
5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.			

Standard 4: Vocabulary



Writing

Standard	Date	Date	Notes
5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.			
5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.			

Standard 5: Language

Reading

Standard	Date	Date	Notes
5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.			
5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> ● nouns ● verb tense to identify settings, times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● intensive pronouns and their antecedents ● coordinating conjunctions ● adverbs ● interjections 			



Standard 5: Language

Writing

Standard	Date	Date	Notes
5.5.W.1 Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.			
5.5.W.2 Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.			
5.5.W.3 Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.			
5.5.W.4 Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i>			
5.5.W.5 Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i>			
5.5.W.6 Students will use the correct forms of <i>it's/its</i> , <i>you're/your</i> , and <i>they're/there/their</i> .			
5.5.W.7 Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.			
5.5.W.8 Students will use a colon to introduce a list.			
5.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works			
5.5.W.10 Students will use underlining or italics to indicate titles of works.			
5.5.W.11 Students will use a semicolon to punctuate compound sentences.			

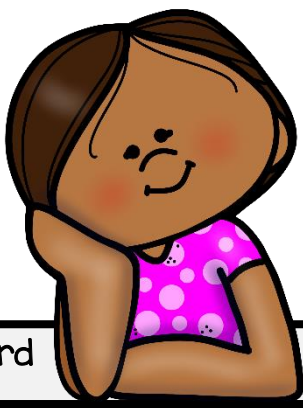
Standard 6: Research



Reading & Writing

Standard	Date	Date	Notes
5.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).			
5.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.			
5.6.R.3 Students will determine the relevance and reliability of the information gathered.			

Standard	Date	Date	Notes
5.6.W.1 Students will formulate a viable research question.			
5.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).			
5.6.W.3 Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.			



Standard 7: Multimodal Literacies

Reading & Writing

Standard	Date	Date	Notes
5.7.R Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.			
5.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.			

Standard 8: Independent Reading & Writing

Reading & Writing

Standard	Date	Date	Notes
5.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.			
5.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.			

Oklahoma Academic Standards for Math



5th Grade

Standards:

Number and Operations

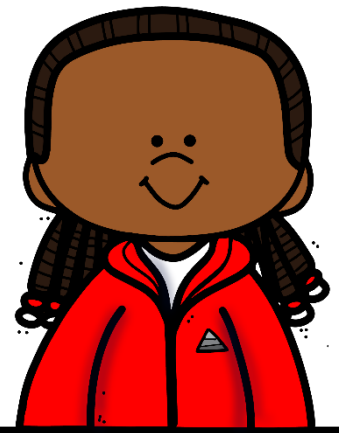
Standard	Date	Date	Notes
5.N. Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.			
5.N.1.1 Represent decimal fractions using a variety of models (e.g., 10 by 10 grids, base-ten blocks, meter stick) and show the rational number relationships among fractions, decimals and whole numbers.			
5.N.1.2 Read, write, and represent decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers up to seven digits.			
5.N.1.3 Compare and order decimals and fractions, including mixed numbers and fractions less than one, and locate on a number line.			
5.N.1.4 Recognize and generate equivalent terminating decimals, fractions, mixed numbers, and fractions in various models.			

Standards: Number and Operations 2



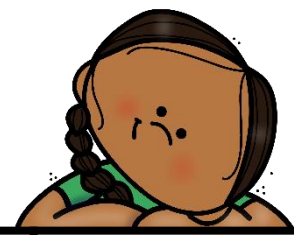
Standard	Date	Date	Notes
5.N.2 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.			
5.N.2.1 Estimate solutions to division problems to assess the reasonableness of results.			
5.N.2.2 Divide multi-digit numbers, by one- and two-digit divisors, based on knowledge of place value, including but not limited to standard algorithms.			
5.N.2.3 Recognize that remainders can be represented in a variety of ways, including a whole number, fraction, or decimal. Determine the most meaningful form of a remainder based on the context of the problem.			
5.N.2.4 Construct models to solve multi-digit whole number problems requiring addition, subtraction, multiplication, and division using various representations, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.			

Standards: Number and Operations 3



Standard	Date	Date	Notes
5.N.3 Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real-world and mathematical problems.			
5.N.3.1 Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.			
5.N.3.2 Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of representations (e.g., fraction strips, area models, number lines, fraction rods).			
5.N.3.3 Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, involving money, measurement, geometry, and data. Use various models and efficient strategies, including but not limited to standard algorithms.			
5.N.3.4 Apply mental math and knowledge of place value (no written computations) to find 0.1 more or 0.1 less than a number, 0.01 more or 0.01 less than a number, and 0.001 more or 0.001 less than a number.			

Standards: Algebraic Reasoning & Algebra



Standard	Date	Date	Notes
5.A.I Describe and graph patterns of change created through numerical patterns.			
5.A.II Use tables and rules with up to two operations to describe patterns of change and make predictions and generalizations about various mathematical situations.			
5.A.I.2 Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.			

Standard	Date	Date	Notes
5.A.2 Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.			
5.A.2.I Generate equivalent numerical expressions and solve problems using number sense involving whole numbers by applying the commutative property, associative property, distributive property, and order of operations (excluding exponents).			
5.A.2.2 Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.			
5.A.2.3 Evaluate expressions involving variables when values for the variables are given.			

Standards: Geometry & Measurement 1



Standard	Date	Date	Notes
5.GM.1 Describe, identify, classify, and construct two- and three dimensional figures using their geometric attributes.			
5.GM.1.1 Describe, identify, classify, and construct triangles (equilateral, right, scalene, isosceles) by their attributes using various mathematical models.			
5.GM.1.2 Describe, identify, and classify three-dimensional figures (cubes, rectangular prisms, and pyramids) and their attributes (number of edges, faces, vertices, shapes of faces), given various mathematical models.			
5.GM.1.3 Recognize and draw a net for a three-dimensional figure (cube, rectangular prism, pyramid).			

Standards: Geometry & Measurement 2

Standard	Date	Date	Notes
5.GM.2 Determine volume using the object's dimensions. Compare and analyze rectangular prisms with equivalent volume to recognize their different dimensions.			
5.GM.2.1 Determine the volume of rectangular prisms by the number of unit cubes (n) used to construct the shape and by the product of the dimensions of the prism $a \cdot b \cdot c = n$. Understand rectangular prisms of different dimensions (p , q , and r) can have the same volume if $a \cdot b \cdot c = p \cdot q \cdot r = n$.			



Standards: Geometry & Measurement 2

Standard	Date	Date	Notes
5.GM.2.2 Estimate the perimeter of polygons and create arguments for reasonable perimeter values of shapes that may include curves.			

Standards: Geometry & Measurement 3

Standard	Date	Date	Notes
5.GM.3 Understand angle, length, weight, and capacity as measurable attributes of real-world and mathematical objects, using various tools to measure them. Solve real-world problems of length.			
5.GM.3.1 Measure and compare angles according to size using various tools.			
5.GM.3.2 Measure the length of an object to the nearest whole centimeter or up to $\frac{1}{16}$ inch using an appropriate instrument.			
5.GM.3.3 Apply the relationship between inches, feet, and yards to measure, convert, and compare objects to solve problems.			

Standards: Geometry & Measurement 3



Standard	Date	Date	Notes
5.GM.3.4 Apply the relationship between millimeters, centimeters, and meters to measure, convert, and compare objects to solve problems.			
5.GM.3.5 Estimate lengths and geometric measurements to the nearest whole unit, using benchmarks in customary and metric measurement systems.			

Standards: Data & Probability

Standard	Date	Date	Notes
5.D.I Create and analyze data to find the range and measures of central tendency (mean, median, mode).			
5.D.I.1 Find the measures of central tendency (i.e., mean, median, mode) and range of a set of data. Understand that the mean is a "leveling out" or central balance point of the data.			
5.D.I.2 Create and analyze line and double-bar graphs with increments of whole numbers, fractions, and decimals.			

Oklahoma Academic Standards for Science

5th Grade



Standards: Matter & Its Interactions

Standard	Date	Date	Notes
5.PS.1 Develop a model to describe that matter is made of particles too small to be seen.			
5.PS.2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.			
5.PS.3 Make observations and measurements to identify materials based on their properties.			
5-PSI-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances.			

Standards: Motion and Stability: Forces and Interactions

Standard	Date	Date	Notes
5-PS2-1 Support an argument that the gravitational force exerted by the Earth is directed down.			

Standards: Energy



Standard	Date	Date	Notes
5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.			

Standards: Molecules to Organisms: Structure and Process

Standard	Date	Date	Notes
5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.			

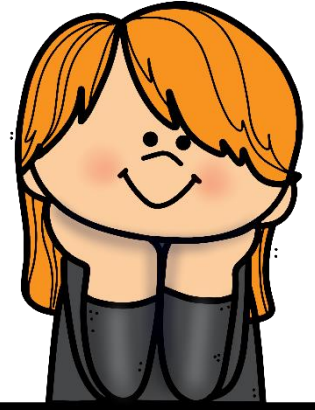
Standards: Ecosystems: Interactions, Energy and Dynamics.

Standard	Date	Date	Notes
5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.			
5-LS2-2 Use models to explain factors that upset the stability of local ecosystems.			

Standards: Earth's Place in the Universe

Standard	Date	Date	Notes
5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.			
5-ESS1-2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.			

Standards: Earth's Systems



Standard	Date	Date	Notes
5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.			
5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.			

Standards: Earth and Human Activity

Standard	Date	Date	Notes
5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.			

Oklahoma Academic Standards for Social Studies

5th Grade

Standard I: Process & Literacy Skills for Learning READING



Standard	Date	Date	Notes
5-PALS.I.A.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
5-PALS.I.A.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
5-PALS.I.A.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in United States history primary and/or secondary sources based on specific information in the texts.			
5-PALS.I.B.4 Determine the meaning of social studies-specific words and phrases in a text relevant to United States history and government.			
5-PALS.I.B.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, historic problem/solution) of events, ideas, concepts, or information in two or more texts.			
5-PALS.I.B.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			

Standard 1: Process & Literacy Skills for Learning READING

Standard	Date	Date	Notes
5-PALS.1.C.7 Draw on information from multiple print or digital sources (e.g., timelines, maps, graphs, charts, political cartoons, images, artwork), demonstrating the ability to locate an answer to a question or to solve an historic problem.			
5-PALS.1.C.8 Identify and explain how an author uses reasons and evidence to support particular points in a text.			
5-PALS.1.C.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			

Standard 2: Process & Literacy Skills for Learning WRITING



Standard	Date	Date	Notes
5-PALS.2.A.1 Write opinion pieces on topics in United States history and government, supporting a point of view with reasons and information.			
5-PALS.2.A.2 Write informative/explanatory texts to examine a topic in United States history and government.			
5-PALS.2.A.3 Write historically-based narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			



Standard 2: Process & Literacy Skills for Learning WRITING

Standard	Date	Date	Notes
5-PALS.2.B.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.			
5-PALS.2.B.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.			

Standard	Date	Date	Notes
5-PALS.2.C.7 Conduct short research projects that use several primary and secondary sources to build knowledge through investigation of different aspects of United States history and government.			
5-PALS.2.C.8 Gather and recall relevant information from experiences, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.			
5-PALS.2.C.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			

Standard 2: Process & Literacy Skills for Learning WRITING

Standard	Date	Date	Notes
5-PALS.2.D.10 Write routinely over extended time frames and shorter time frames for a range of United States history and government tasks, purposes, and audiences.			

Standard 3: Process & Literacy Skills for Learning



Speaking & Listening

Standard	Date	Date	Notes
5-PALS.3.A.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 United States History topics and texts, building on others' ideas and expressing their own clearly.			
5-PALS.3.A.2 Summarize a social studies text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
5-PALS.3.A.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
5-PALS.3.B.4 Report on a United States History topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; and speak clearly at an understandable pace.			
5-PALS.3.B.5 Include multimedia components (e.g., graphics, sound) and visual displays in United States History presentations when appropriate to enhance the development of main ideas or themes.			

Oklahoma Academic Standards for Social Studies

5th Grade

Standard I:



Standard	Date	Date	Notes
5.SS.I The Student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.			
5.SS.II Summarize reasons for European colonization of North America and the impact on the development of the American colonies.			
5.SS.I.2 Examine the economic and political motivations for English settlements at Roanoke and Jamestown.			
5.SS.I.3 Explain the economic and political motivations of immigrants and indentured servants who came to Virginia.			
5.SS.I.4 Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times, and the export of natural resources for profit.			

Oklahoma Academic Standards

Standard I: For Social Studies 5th Grade

Standard	Date	Date	Notes
<p>5.SS.I.5 Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:</p> <ul style="list-style-type: none">A. representative government established through the House of BurgessesB. private ownership of landC. introduction of Africans as slave laborD. arrival of women and families			
<p>5.SS.I.6 Analyze the religious, economic, and political motivations of immigrants and indentured servants who migrated to Plymouth.</p>			
<p>5.SS.I.7 Explain the early successes and challenges of the Plymouth settlement including:</p> <ul style="list-style-type: none">A. practice of self-government established by the Mayflower CompactB. contributions of American Indians including Chief Massasoit and SquantoC. leadership of William Bradford			
<p>5.SS.I.8 Explain how American Indians agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists.</p>			

Oklahoma Academic Standards for Social Studies



Standard 2:

5th Grade

The student will compare the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies.

Standard	Date	Date	Notes
5.SS.2.1 Explain the contributions of important citizens and groups to the foundation of the colonies including the Puritans and Quakers, Roger Williams, Anne Hutchinson, William Penn, Lord Baltimore, and James Oglethorpe.			
5.SS.2.2 Compare the economic development of the three colonial regions including: A. agriculture and exports as affected by climate and natural resources B. a labor system utilizing indentured servants C. slave labor central to the growth of the economy			
5.SS.2.3 Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage.			
5.SS.2.4 Analyze the forms of self-government in the three colonial regions including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings.			

Oklahoma Academic Standards for Social Studies 5th Grade

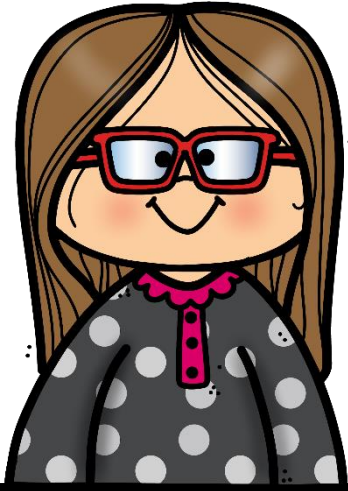


Standard 2:

Standard	Date	Date	Notes
5.SS.2.5 Explain the evolving relationships between American Indians and the British colonists involving territorial claims.			
5.SS.2.6 Explain that tribal sovereignty is a tribal nation's inherent right to self-govern.			
5.SS.2.7 Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children.			
5.SS.2.8 Compare the experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture.			

Oklahoma Academic Standards for Social Studies

5th Grade

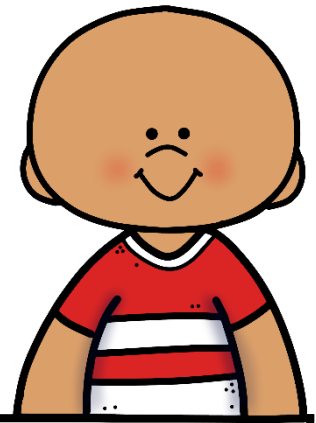


Standard 3:

The student will examine the foundations of the American nation established during the Revolutionary Era.

Standard	Date	Date	Notes
<p>5.SS.3.1 Examine the causes and effects of significant events leading to armed conflict between the thirteen American colonies and Great Britain including:</p> <ul style="list-style-type: none">A. French and Indian WarB. Proclamation of 1763C. Sugar and Stamp ActsD. Townshend ActE. Colonial arguments regarding taxation and rightful representation in ParliamentF. Boycotts of British goods and the efforts of the Committees of CorrespondenceG. Quartering ActH. Boston MassacreI. Tea Act and the Boston Tea PartyJ. Coercive Acts (Intolerable Acts)K. British raids on Lexington and ConcordL. Publication of Common Sense, by Thomas Paine			

Oklahoma Academic Standards for Social Studies 5th Grade



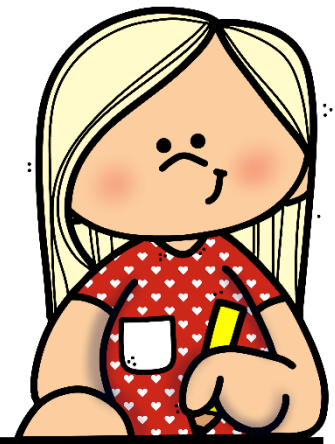
Standard 3:

Standard	Date	Date	Notes
5.3.2 Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to: A. identify natural, unalienable rights, such as life, liberty, and the pursuit of happiness B. declare the equality of all individuals C. define the purpose of government D. establish the principle of self-government and consent of the governed E. explain specific colonial grievances			
5.3.3 Explain the importance of the Articles of Confederation as the first American national system of government under which the colonies waged a war in order to gain independence.			
5.3.4 Compare the Iroquois Confederacy's representative government to the early attempts of the colonies to unite as one nation.			
5.3.5 Compare the advantages and disadvantages of the British and the American colonies at the eve and during the Revolutionary War, including political and military leadership, military strength, population, resources, foreign alliances, and motivations for fighting.			

Oklahoma Academic Standards for Social Studies

5th Grade

Standard 3:



Standard	Date	Date	Notes
5.SS.3.6 Analyze the relationships of significant military and diplomatic events of the Revolutionary War including the leadership of General George Washington, experiences of Valley Forge, impact of the battles of Bunker Hill, Trenton, Saratoga, Yorktown, and the Treaty of Paris in 1783.			
5.SS.3.7 Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.			
5.SS.3.8 Identify the contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward the Beloved Woman of the Cherokee, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phillis Wheatley.			

Oklahoma Academic Standards for Social Studies

5th Grade Standard 4



The student will examine the formation of the American system of government following the American Revolution.

Standard	Date	Date	Notes
5.SS.4.1 Evaluate issues and events that led to the Constitutional Convention, including a weak national government and Shays' Rebellion.			
5.SS.4.2 Identify key leaders and explain the debates and compromises of the Constitutional Convention, including: A. Virginia and New Jersey Plans B. Great Compromise C. Three-fifths Compromise and its maintenance of the institution of slavery D. Father of the Constitution, James Madison E. President of the Convention, George Washington			
5.SS.4.3 Examine the purposes and basic responsibilities of government as described in the Preamble of the Constitution of the United States, which established the supreme law of the land.			
5.SS.4.4 Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.			
5.SS.4.5 Compare the viewpoints of the Federalists, led by James Madison, and Anti-Federalists, such as George Mason, over the addition of a bill of rights.			
5.SS.4.6 Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments			

Oklahoma Academic Standards for Social Studies

5th Grade



The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen.

Standard 5

Standard	Date	Date	Notes
5.SS.5.1 Examine the key principles of government established in the Constitution of the United States including: A. separation of powers among three branches of government B. the system of checks and balances C. shared powers between the federal and state governments.			
5.SS.5.2 Describe the roles of Congress, the President, and the Supreme Court in the legislative process.			
5.SS.5.3 Describe the responsibilities of United States citizens including: A. registration and voting in public elections B. becoming informed voters C. engagement in civil discourse D. service on trial juries E. payment of taxes F. obedience to laws G. registration for military service			



Thank you for downloading my product. I value your feedback and Customer Service is a priority to me. If you have any questions, concerns or issues with this product please don't hesitate to let me know and I will respond ASAP. Please consider leaving feedback and becoming a follower to be notified of new products. All new products are 50%off for the first 48 hours.

teachingsuperkids@gmail.com

Please do

Use within your class, at home with your kids.

Download onto your personal or school computer.

Share my website link with your team members!

© 2014 Teaching Superkids, all rights reserved. Permission is granted to copy pages specifically designed for student, teacher and parent use by the original purchasers only. The reproduction of this product for use by more than one class is strictly prohibited.

Please do Not

Modify or copy product in any way or benefit financially from product.

Upload product ANYWHERE online, free or shared or to any type of cloud/shared drive device.

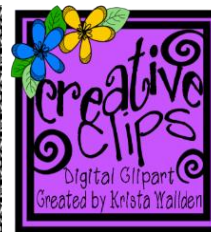
Copying any part of this product and uploading online in any form (even a personal or class website) is strictly forbidden. You may post pictures of the product in use as long as there is a direct link back to the product purchase page.

Share with team members or school without purchasing additional licenses.

Please note this file is protected by the Digital Millennium Copyright Act and protection of this copyright will be vigorously pursued by the copyright owner.



Credits



Let's Connect

