

Grade 5 Social Studies
Comparison of Priority Academic Student Skills (PASS) and Oklahoma C³ Standards

1. *PASS* reflected an Expanding Horizons perspective of U.S. History, particularly in the lower grades. Oklahoma C³ represents a Coherency Storyline approach focusing on the Foundations, Formations, and Transformations of the American System politically and economically. The Oklahoma C³ perspective represents a shift from U.S. History as a story of continuing progress to the essential stories of the American experience through the lenses of politics, social experience, and economics.
2. The Oklahoma C³ Social Studies standards abandoned the notion that academic standards should be three miles wide and an inch deep. Rather, the Oklahoma C³ standards have honed in on specific storylines that allow teachers to delve deeper into the history being taught. Reading the side-by-side, you will see that new perspectives and content have been added to many objectives while information not pertinent to the storylines has been deleted.
3. Oklahoma C³ Social Studies standards emphasize the responsibilities of being a U.S. citizen.

<i>PASS</i> Standards and Objectives	Oklahoma C ³ Similarities/Additions/Deletions
Standard 1: The student will develop and demonstrate the process skills of social studies.	Standard 1 has been replaced in the Oklahoma C ³ objectives by the Process and Literacy Skills for Learning (PALS). <i>PASS</i> Standard 1 was not tested on the OCCT assessment. PALS will not be assessed on the OCCT assessment.
Standard 2: The student will describe the early exploration of America (2 objectives)	This standard and its two objectives have been deleted from Oklahoma C ³ for Grade 5 and moved to Grade 4.
Standard 3: The student will examine the growth and development of colonial America. 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.,	Oklahoma C ³ Standard 1: The Student will examine James Towne Settlement and Plimoth Plantation as the foundations of American culture and society. Additions to <i>PASS</i> Standard 3: <ul style="list-style-type: none"> • Roanoke • Powhatan • Starving Times • House of Burgesses • Private ownership of land

<p>economic opportunity, slavery, escape from religious persecution, military adventure, and release from prison.</p> <p>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 18th century from different perspectives (e.g. large landowners, farmers, artisans, women, slaves, and indentured servants).</p> <p>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).</p>	<ul style="list-style-type: none"> • Africans as laborers and evolution to slavery • Mayflower Compact • Native Americans • Chief Massasoit and Squanto • <p>Changes: <i>PASS</i> 3.1's social and economic information is found in Oklahoma C³ 1.4 and 2.3. <i>PASS</i> 3.2 has been developed into its own standard, Oklahoma C³ 2. <i>PASS</i> 3.3 has been incorporated into Oklahoma C³ 2.5</p>
	<p>Oklahoma C³ Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.</p> <p>Additions to <i>PASS</i>:</p> <ul style="list-style-type: none"> • Compare and contrast differences in self-government • Triangular Trade/Middle Passage • On-going encounters and conflicts between colonist and Native Americans • Daily life of women, freed African Americans, merchants, Native Americans • King Phillip's War <p>Deletions:</p> <ul style="list-style-type: none"> • Peter Stuyvesant

	<ul style="list-style-type: none"> • Anne Hutchinson • Massachusetts Bay • New Amsterdam
<p>Standard 4: The student will examine the lasting impact of the American Revolution.</p> <ol style="list-style-type: none"> 1. Describe the causes and results of the conflicts between England and Colonial America (e.g., the French/Indian War, Stamp Act, Boston Massacre, Intolerable Acts, Battles of Lexington and Concord, Battle of Saratoga, and Battle of Yorktown). 2. <i>*Give examples of how scarcity and choice govern economic decisions (e.g., Boston Tea Party and boycott).</i> 3. Identify and interpret the basic ideals in the Declaration of Independence (e.g., “all men are created equal” and “life, liberty and the pursuit of happiness”). 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, Lord Cornwallis). 	<p>Oklahoma C³ Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the Declaration of Independence, and the significant military and diplomatic events of the Revolutionary War that resulted in the independent United States.</p> <p>Additions to PASS:</p> <ul style="list-style-type: none"> • Proclamation of 1763 • Boycotts • Committees of Correspondence • Boston Tea Party • No taxation without representation • Sugar Acts • Grievances listed in Declaration of Independence: equality, inalienable rights, and the consent of the governed • Freedom Week • Articles of Confederation management of the war and western territories • Valley Forge and the Battle of Trenton • Treaty of Paris • Patrick Henry • John Adams • Abigail Adams • Benjamin Franklin • Phillis Wheatley • Daughters of Liberty • Patriot and Loyalists <p>Deletions:</p> <ul style="list-style-type: none"> • Marquis de Lafayette • Hessians • Lord Cornwallis

<p>Standard 5: The student will describe the changing nation during the early federal period.</p> <ol style="list-style-type: none"> 1. <i>*Explain the purpose of government</i> 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 Shay’s 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. 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. 4. <i>*Describe the relationship between taxation and government services.</i> 	<p>Oklahoma C³ Standard 4: The student will examine the formation of the American system of government following the Revolution.</p> <p>Addition to <i>PASS</i>:</p> <ul style="list-style-type: none"> • Northwest Ordinance • James Madison • George Mason • Gouverneur Morris • Virginia Plan • New Jersey Plan • Slavery • Ratification process • Liberties protected in first 10 amendments <p>Deletions:</p> <ul style="list-style-type: none"> • Explain the purpose of government • Describe the relationship between taxation and government services
<p>Standard 6: The student will explore the growth and progress of a new nation.</p>	<p><i>Oklahoma C³ Standard 5: The student will compare and contrast the continued formation of the new nation under the leadership of Presidents Washington, Adams, and Jefferson. This standard will not be assessed on the OCCT test.</i></p>

Standard 7: The student will review and strengthen geographic skills. (4 assessable objectives and 1 non-assessed objective)

PASS standard 7 and its objectives have been deleted from the Oklahoma C³ Standards.