



Recommended 5th Grade Curriculum Framework

Content: SOCIAL STUDIES: Grade 5						
Topic: Westward Movement (Weeks 19-22)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>SS-E-5.2.3 The way we live has changed over time for both Kentuckians and Americans because of changes in many areas (e.g., communication, innovations, inventions, homes, transportation, recreation, traditions, education).</p> <p>SS-E-5.2.4 The study of U.S. history is divided into broad historical periods and eras; Western Expansion. Suggested links Homestead Act, Gold Rush, Closing of the frontier, clash with Native Americans.</p> <p>SS-E-4.2.2 Regions are areas that have one or more physical or human characteristics in common (e.g., physical, geographical regions of Kentucky, South, Midwest, Western Hemisphere; human: Appalachia, the Cornbelt, Amish Country).</p>	<p>POS-SS-5-H-3 Students will recognize broad historical periods and eras of the history of the United States, i.e. Westward Expansion.</p> <p>POS-SS-5-H-4 Students will trace change over time in the history of the United States and identify reasons for change</p> <p>POS-SS-5-G-3 Students will recognize unique places in the United States.</p> <p>POS-SS-5-G-4 Students will examine how the history of the United States was influenced by its physical environment.</p>					

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<p>SS-E-4.3.2 Humans settle where there are adequate resources to meet their needs, for example areas with water, fertile land, protected land, and different modes of transportation.</p> <p>SS-E-4.3.3 Technology allows humans to settle in areas previously inaccessible. Suggestion- Transcontinental Railroad.</p> <p>SS-E-4.4.1 People depend upon the physical environment for food, shelter, and clothing.</p> <p>SS-E-4.4.2 People adapt or modify the environment to meet their needs such as producing food and building shelter.</p> <p>SS-E-4.4.3 The physical environment both promotes and limits human activities for example mountains are barriers or protection, rivers are used as boundaries or transportation routes and river flow.</p>	<p>POS-SS-5-G-5 Students will understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>POS-SS-G-6 Students will understand how the people of the United States have used technology to modify the environment to meet their needs.</p> <p>Geography A.E.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explain the influence of geographic factors on human movement. • Understand and use geographic vocabulary. <p>Historical Perspective AE. 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Explore temporal 					

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	relationships of historical events. <u>A.E. 6.2</u> Make predictions based on information. <u>A.E. 6.1</u> Illustrate the connection of knowledge between subjects.					

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