

Standards Correlated to **Teaching through Text Sets: Westward Expansion 20193**

New York Core Curriculum

Grade 5

Social Studies

STRAND / DOMAIN NY.1. History of the United States and New York: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

CATEGORY / CLUSTER 1.1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

STANDARD 1.1.1. Students know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.

Correlated Lessons:

Objective 13: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.

Supporting Text 2, page 24

CATEGORY / CLUSTER 1.3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

STANDARD 1.3.2. Students classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.

Correlated Lessons:

Objective 11: Understand the dreams and ideals that people from various groups have sought, some of the problems they encountered, and the sources of their strength and determination.

Introductory Text, page 16

Objective 12: Know the various movements of large groups of people in the history of the U.S.

Anchor Text, page 18; Supporting Text 1, pages 20 and 22;

Supporting Text 3, page 26

Objective 13: Understand how stories, legends, songs, ballads,

games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.

Supporting Text 2, page 24

Objective 14: Understands the causes and nature of movements of large groups of people into and within the United States now and long ago.

Extension Text, page 28; Culminating Unit Assessment, page 31

CATEGORY / CLUSTER 1.4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

STANDARD 1.4.1. Students consider different interpretations of key events and/or issues in history and understand the differences in these accounts.

Correlated Lessons:

Objective 11: Understand the dreams and ideals that people from various groups have sought, some of the problems they encountered, and the sources of their strength and determination.

Introductory Text, page 16

Objective 12: Know the various movements of large groups of people in the history of the U.S.

Anchor Text, page 18; Supporting Text 1, pages 20 and 22;
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Objective 13: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.

Supporting Text 2, page 24

Objective 14: Understands the causes and nature of movements of large groups of people into and within the United States now and long ago.

Extension Text, page 28; Culminating Unit Assessment, page 31

STANDARD 1.4.3. Students view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Correlated Lessons:

Objective 11: Understand the dreams and ideals that people from various groups have sought, some of the problems they encountered, and the sources of their strength and determination.

Introductory Text, page 16

Objective 12: Know the various movements of large groups of people in the history of the U.S.

Anchor Text, page 18; Supporting Text 1, pages 20 and 22;
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Supporting Text 2, page 24

STRAND /
DOMAIN

NY.2. World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

CATEGORY /
CLUSTER

2.1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

STANDARD

2.1.1. Students read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses.

Correlated Lessons:

Objective 11: Understand the dreams and ideals that people from various groups have sought, some of the problems they encountered, and the sources of their strength and determination.

Introductory Text, page 16

Objective 12: Know the various movements of large groups of people in the history of the U.S.

Anchor Text, page 18; Supporting Text 1, pages 20 and 22;
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CATEGORY /
CLUSTER

2.2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

STANDARD 2.2.4. Students compare important events and accomplishments from different time periods in world history.

Correlated Lessons:

Objective 14: Understands the causes and nature of movements of large groups of people into and within the United States now and long ago.

Extension Text, page 28; Culminating Unit Assessment, page 31

CATEGORY / 2.3. Study of the major social, political, cultural, and religious
CLUSTER developments in world history involves learning about the important roles and contributions of individuals and groups.

STANDARD 2.3.3. Students understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.

Correlated Lessons:

Objective 13: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.

Supporting Text 2, page 24

STRAND / NY.3. Geography: Students will use a variety of intellectual skills to
DOMAIN demonstrate their understanding of the geography of the interdependent world in which we live - local, national, and global - including the distribution of people, places, and environments over the Earth's surface.

CATEGORY / 3.1. Geography can be divided into six essential elements which can be
CLUSTER used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life).

STANDARD 3.1.4. Students identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994).

Correlated Lessons:

Objective 13: Understand how stories, legends, songs, ballads, games, and tall tales describe the environment, lifestyles, beliefs, and struggles of people in various regions of the country.



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