

Family Friendly

GUIDE FOR FIFTH GRADE

English Language Arts

In fifth grade, students develop their **thinking** and **problem-solving skills**. While students continue to build reading comprehension skills, they focus on text analysis. Educators continue to provide guidance and support, with the expectation that independence is demonstrated by the end of the school year.

Fifth graders read a variety of literary and informational texts, including those in multimedia formats. In literary texts, they analyze how story elements contribute to the plot and consider the impact of the story's point of view. They identify and describe, with evidence and elaboration, how conflicts within a story move the plot forward. They explain how authors reveal characters' perspectives. In informational texts, they compare primary and secondary accounts of the same event or topic. Students continue to use text features and structures to navigate a text and build comprehension.

In writing, fifth graders focus on becoming proficient with the skills previously developed. They work to strengthen argument and informational writing by using organizational structures to group ideas. In narrative writing, students work on organization, varying transitions and elaboration. Fifth graders work on improving their oral communication by beginning to evaluate a speaker's claim and reflect on the thoughts and ideas of others. They write summaries, essays, and creative pieces.

This document is designed to:

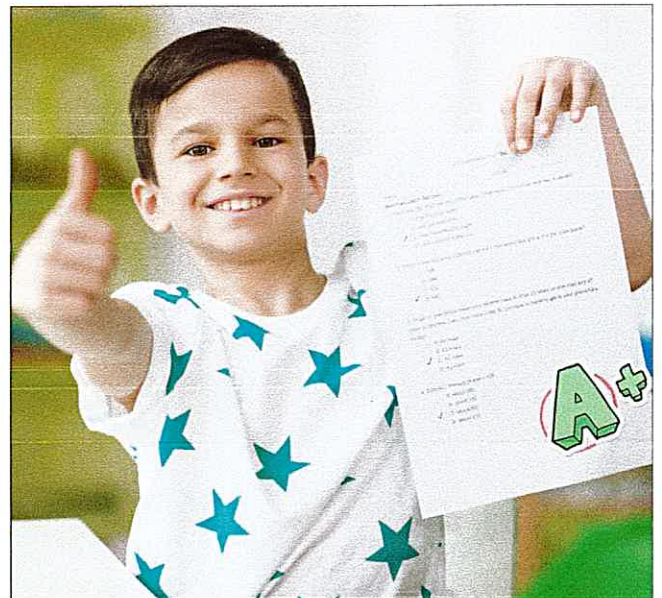


- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting fifth grade.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In fifth grade, students should:

- **read and write more independently**, choosing texts that match their needs.
- **explore different ways** to express themselves through writing.
- **ask questions**, research various text types, and create multimedia presentations.
- **learn** to draw conclusions and provide evidence from texts.
- **continue** to refine their skills, engage in conversations, and receive support from teachers to meet expectations.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In fifth grade, students should:

- Read a variety of texts orally and silently with accuracy, appropriate rate, expression, and intonation.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fifth grade, students should:

- analyze how story elements drive plot development, including setting, characters, and conflict.
- understand the impact of figurative language on the reader's experience and emotions.
- identify and explain the main idea or theme of a text and how it unfolds.
- compare different perspectives within texts and across different media formats.
- determine word meanings and recognize figurative language, using context clues and word relationships.

RESEARCH

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In fifth grade, students should:

- ask questions about a topic to start researching.
- review and use different kinds of sources like books and online videos.
- decide if a source is trustworthy before using it.
- pick out the important, relevant information from a source.
- put together similar information and give credit to who wrote the information.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In fifth grade, students should:

- introduce their topic, provide supported reasons, organize their ideas logically, use transitions, and conclude effectively when writing arguments.
- introduce their topic clearly, develop it with relevant facts, group related information logically, use precise language, and provide a conclusion in informative writing.
- establish settings and characters, create a plot structure, use narrative techniques effectively, sequence events with transitions, and provide a logical ending when writing narratives.
- follow grammar rules, improve their writing through planning and revision and demonstrate fluent cursive writing.
- use good speaking techniques, know why they are presenting, participate actively in discussions, and evaluate arguments.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Set a Reading Routine:** Establish a daily reading routine to read for a set amount of time each day. Consistency is key. Set reading goals or challenges and allow choice in the texts to be read.
- **Create a Cozy Reading Nook:** Make a comfortable and inviting space for reading. Fill it with books, good lighting, and comfy seating. Besides books, include magazines, comics, and online articles to keep reading diverse.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.

Foundations of Literacy

Fluency: It is still important to listen to your child read daily. Encourage rereading sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.

Applications of Reading:

- **Extend Conversations:** After reading, discuss the theme(s) in a literary text and central idea in an informational text. Ask, "What evidence from the text can be provided to support that idea?" Explain how figurative language impacts the meaning.
- **Build Vocabulary:** Discuss the meaning of unknown words while reading. Use context clues to determine the meaning. Try to use these new words in conversations. Notice the use of affixes and Greek and Latin roots. Discuss meanings to support understanding of the text.
- **Access a Variety of Texts:** Offer different types of reading materials - fiction, non-fiction, comics, magazines (print and digital). This broadens exposure to various writing styles. Discuss how print and non-print formats of a similar topic or text are similar or different.

Research:

- **Access to Resources:** Ensure access to books, the internet, and other research materials. A library card can be valuable.
- **Encourage Curiosity:** Foster natural curiosity. Encourage asking questions, exploring topics, and finding answers.
- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate. Provide support in determining which information is relevant to the topic and in organizing related findings.

Communications:

- **Practice Cursive Writing:** Routinely use legible, cursive writing to communicate ideas.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem and consider the ideas of others.
- **Integrate Social Studies and Science:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

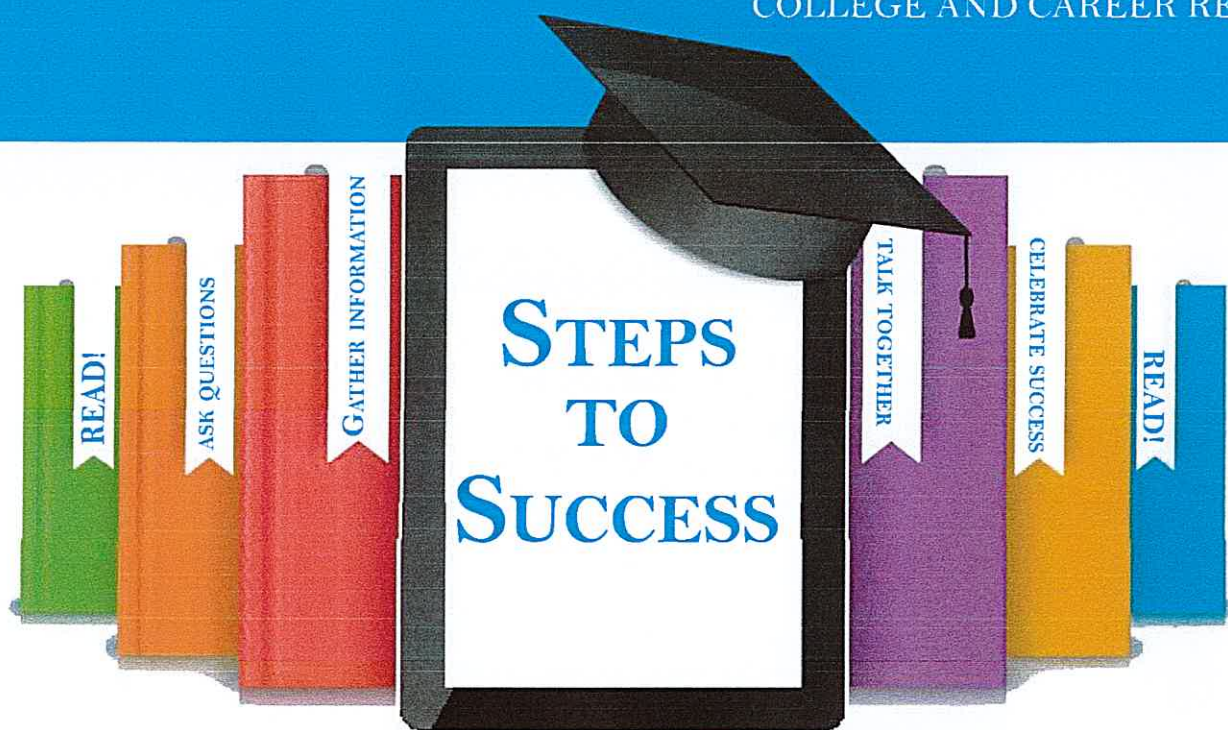
At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).

SOUTH CAROLINA STANDARDS

COLLEGE AND CAREER READY



Family-Friendly Guide for Fifth Grade Mathematics

In the fifth grade, the focus of *South Carolina College- and Career-Ready Standards* in mathematics shifts from working with whole numbers to working with fractions and decimals. Students will now use grouping symbols when solving equations. Fifth graders also build on the work done in previous grades with number patterns and begin to compare two number patterns and determine how those number patterns can be graphed. By the end of fifth grade, students will use formulas to determine area, perimeter, and volume of basic geometric shapes.



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in mathematics and should be able to do upon exiting fifth grade
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help

Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/> for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for Mathematics*:

- Outline the knowledge and skills students must master so that, as high school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. *The Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The Mathematics standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect. (See http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and endorsed by the Superintendents’ Roundtable as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, and emphasizes critical thinking and problem solving, communication, and interpersonal skills.

MATHEMATICS IN FIFTH GRADE

NUMBER SENSE AND FRACTIONS

Fifth-grade students deepen their knowledge of fractions, learning to solve problems involving multiplying, dividing of fractions, and with whole numbers. They understand what decimals represent to the tenths, hundredths, and thousandths place. These **Steps to Success** include:

Fourth Grade	Fifth Grade	Middle School
• Read and write numbers up to 1,000,000 • Use rounding in order to estimate • Compare fractions and use the symbols > (greater than), = (equal to), < (less than) • Add and subtract fractions with the same denominator (bottom number) • Solve real-world problems involving multiplication of a whole number by a fraction • Write a fraction with a denominator of 10 or 100 as a decimal ($45/100=.45$)	• Understand “place value” using decimals up to a thousandth • Add, subtract, multiply, and divide decimals to hundredths using models and drawings • Add and subtract fractions with unlike denominators (bottom number) to solve real-world problems • Extend knowledge of multiplying fractions to include multiplying fractions by fractions • Solve division problems using unit fractions (1 is the numerator) and whole numbers	• Recognize rational numbers (numbers that can be written as fractions) and irrational numbers (numbers that as a decimal are infinite, such as pi, 3.14159...) • Understand the different ways of representing rational numbers (fractions, decimals, or percentages) • Add, subtract, multiply, and divide negative numbers in real-world situations • Solve real-world percent problems (e.g., tax, tips, markups, and markdowns)

MATHEMATICS IN FIFTH GRADE

THINKING AND OPERATIONS

Fifth-grade students expand their ability to put equations into verbal form and to put word problems into equations -- a skill that is the foundation of Algebra. Their knowledge of graphing and charting involves the use of more complex data and presentation methods. These **Steps to Success** include:

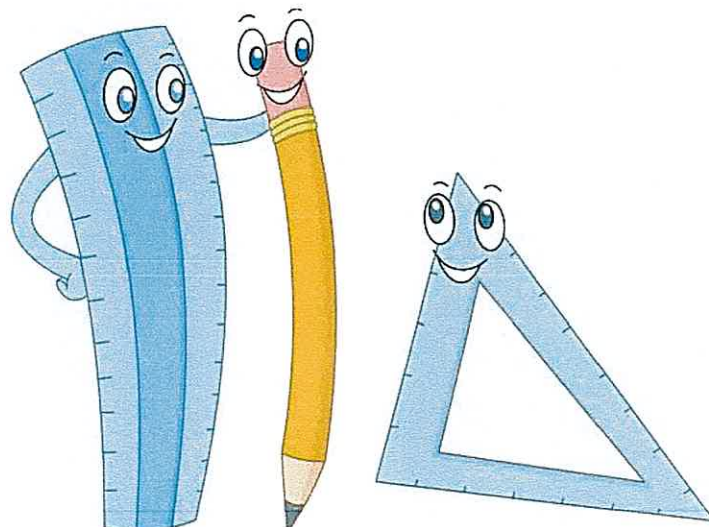
Fourth Grade	Fifth Grade	Middle School
• Translate multiplication equations into verbal statements (e.g. interpret $35=5 \times 7$ as 35 is 5 times as many as 7 and 7 times as many as 5) • Solve multi-step, real-world problems using the four operations • Break a number down into its factors (1, 2, and 3 are factors of 6 because $1 \times 6=6$, $2 \times 3=6$) • Determine whether a number is a prime number (numbers divisible only by itself or 1) or a composite number (numbers divisible by more numbers than itself or 1) • Examine a pattern/sequence of shapes or numbers and determine what should appear next	• Understand grouping of numbers using parentheses and brackets $4(3+2)=$__ • Translate the groupings into verbal statements (four groups of $3+2$ equal ?) • Understand and graph ordered pairs: (14,5) means fourteen units to the right on the horizontal axis and five units up on the vertical axis of a coordinate grid • Investigate the relationship between two numerical patterns	• Write and solve equations and inequalities for real-world situations (e.g., the distance (D) traveled by a train in time (t) might be expressed by an equation $D=85t$, where D is in miles and t is in hours) • Understand ratios and rates, and solving problems involving proportional relationships (e.g., if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?) • Analyze relationships in tables, graphs, and equations of independent and dependent variables • Explore positive and negative exponents, square roots, cube roots, and scientific notation (e.g., evaluating $\sqrt{36}$ or $\sqrt[3]{27}$; estimating world population as 7×10^9) • Add, subtract, and multiply polynomials with math expressions such as $(9r^3 + 5r^2 + 11r) + (-2r^3 + 9r - 8r^2)$

MATHEMATICS IN FIFTH GRADE

GEOMETRY

Fifth-graders continue the study of geometry. Working with lines and shapes in the first and second dimensions, they examine quadrilaterals, parallelograms, trapezoids, and rhombi. These **Steps to Success** include:

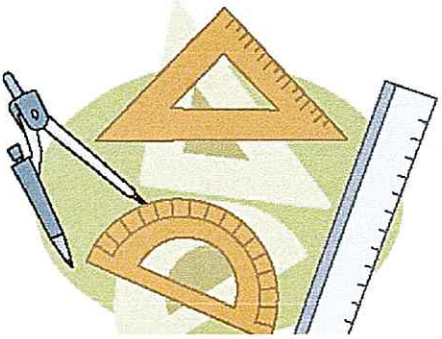
Fourth Grade	Fifth Grade	Middle School
- Identify points, line segments, rays, angles, and parallel lines in 2-dimensional shapes - Classify quadrilaterals based on whether they have parallel or perpendicular lines - Recognize symmetry in a 2-dimensional figure, identify symmetrical figures, and draw lines of symmetry	- Understand ordered pairs and their relationship to the x and y axes of a coordinate grid like longitude and latitude lines on a map - Plot and interpret points on a coordinate grid to illustrate a real-world situation - Classify two-dimensional shapes into a hierarchy. All rectangles are parallelograms but not all parallelograms are rectangles.	- Reason about relationships between shapes to determine area, surface area, and volume - Solve real-world problems involving scale drawings - Understand congruence and similarity using physical models, transparencies, or Geometry software (e.g., given two congruent figures, show how to obtain one from the other by a sequence of rotations, translations, and/or reflections) - Understand and apply the Pythagorean Theorem ($a^2+b^2=c^2$) to solve problems



MATHEMATICS IN FIFTH GRADE

MEASUREMENT AND DATA ANALYSIS

Fifth-grade students work with measures of volume, distance, size, and weight. The emphasis is on understanding how to convert these measures and learning the appropriate tool for conversion. These **Steps to Success** include:

Fourth Grade	Fifth Grade	Middle School
- Convert measurement from a larger unit to a smaller unit (for example, feet into inches or meters into centimeters) - Solve real-world problems using up to four operations involving length, time, mass, and money - Create a line plot to present data and explain what it shows - Use a protractor to draw and measure angles - Find unknown angles using addition and subtraction 	- Convert measurement into a larger or a smaller unit (for example, inches into feet or feet into inches, centimeters into meters, or meters into centimeters) - Create a line with fraction units (such as $\frac{1}{8}$ units.) Use the line units to solve problems. - Understand how to measure volume using unit cubes - Determine the difference between perimeter, area, and volume. Know which is appropriate for a given situation.	- Create graphs (dotplots, box-plots, histograms); describe data by examining the center (averages); and spread (variability) of a distribution - Use statistics to draw inferences and make comparisons (e.g., deciding which candidate is likely to win an election based on a survey) - Find the probability of an event and connect probability to sampling (e.g., calculating the probability of getting a heads when flipping a coin or getting the sum of seven when tossing number cubes) - Analyzing statistical relationships by using a line of best fit or "trend" line (a straight line that models an association between two quantities) - Organize data using a matrix to solve real-world problems

LEARNING AT HOME

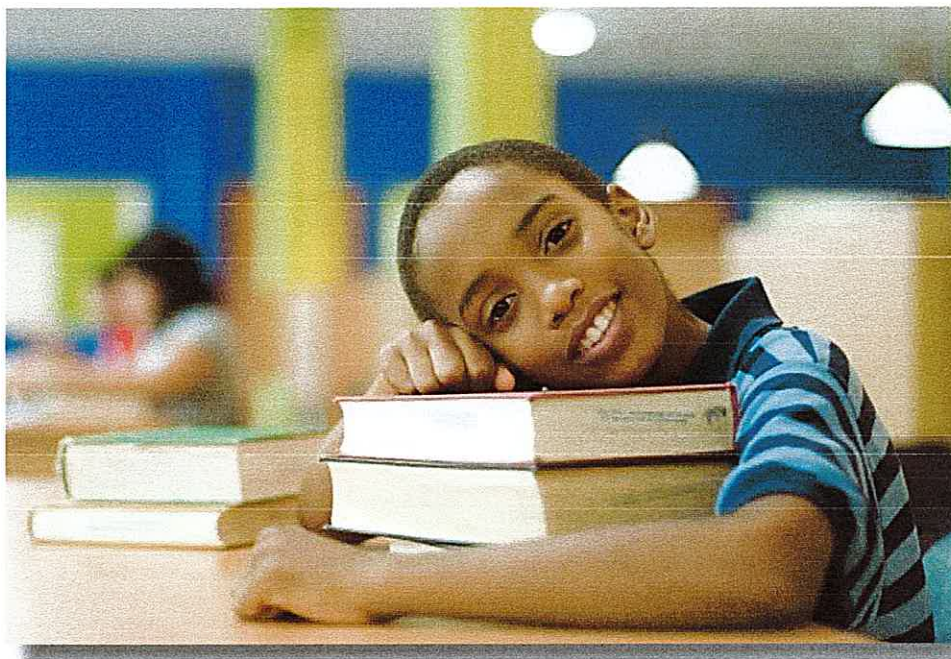
As your fifth-grade child moves in the world of Geometry and Algebra, he needs help with specific skills. Remember, a positive attitude is important to her. Here are some suggestions for things to do at home to help your child learn:

- Go “shopping” with clothing ads, catalogs, or take-out menus to practice decimals. Have your child pick out a wardrobe, school supplies, or a dinner for the family, for example. Write down the cost of each item. Get your student to add, subtract, or multiply the cost of the items. Check the total with a calculator and discuss how the location of the decimal in the answer relates to the location of the decimal in the items added, subtracted, or multiplied.
- Play games, such as *Battleship*, that requires locating points on a grid.
- Get in the kitchen and bake cookies or a cake, watching your child use your measuring cups and spoons. While it bakes, use equations to double the amounts in the recipe or divide them in half.
- Use apples, grapes, or candy bars, real or drawn, to practice dividing them among friends (such as, two bars among 3 friends, or 15 grapes between two friends). Focus on what remains and how it relates to the fractional parts to be shared.



ADDITIONAL INFORMATION

- For math games and activities, see www.gameclassroom.com.
- *Scholastic* provides "parent refreshers" of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- There are many math games and worksheets at http://www.softschools.com/grades/5th_grade/math/.
- *The Kahn Academy* at <https://www.khanacademy.org/> offers on-line tutoring in all aspects of fifth-grade math. When you sign up your child, the site keeps track of the skills mastered and automatically moves the student through the skill levels.
- For games to help with angles, measurement, and fractions, as well as other skills, try <http://mrnussbaum.com/fifth-grade-math/>.
- *Math Fact Café* offers thousands of pre-made and custom worksheets on fifth-grade math skills: <http://www.mathfactcafe.com/home>.



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GRADE 5 SCIENCE

Key Features

Focus Areas

- Matter is made of particles,
- matter is conserved during the heating, cooling or mixing of substances,
- identify materials based on their properties,
- mixing substances,
- gravity,
- the flow of energy in animals,
- the needs of plants,
- movement of matter among plants, animals, decomposers, and the environment,
- the distance of stars and constellations,
- shadows,
- the interaction of the geosphere, biosphere, hydrosphere and atmosphere,
- distribution of water on Earth, and
- protecting Earth's resources and environment

By the end of Grade 5, students can

- Develop and use models to describe phenomena.
- Support an argument with evidence, data, or a model.
- Describe that matter is made of particles too small to be seen.
- Measure and graph the weight of matter to show it is conserved.
- Observe and measure a variety of properties used to identify materials: color, interaction with liquid, reaction to heat or magnets.
- Investigate whether the mixing of two or more substances results in new substances.
- Use evidence to show that gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.
- Describe that energy in animals' food was once energy from the Sun.
- Provide evidence that plants obtain materials they need for growth mainly from air and water.
- Describe the movement of matter among plants, animals, decomposers, and the environment.

- Explain how the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.
- Graph data to show patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
- Describe ways the geosphere, biosphere, hydrosphere and/or atmosphere interact.
- Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- Evaluate potential solutions to problems that individual communities face protecting the Earth's resources and environment.

Home to School Connections

Questions you can ask your learner could include:

- When water evaporates, where does it go?
- How come we don't float away into space?
- What is an example of a producer? How about a consumer?
- What structure in space does Earth orbit?
- What role does a decomposer play in an ecosystem?
- What foods do we eat that get energy directly from the sun?
- What kind of water do we have in our community - freshwater or saltwater?
- How is water cycled through Earth if it starts as a raindrop?
- During what season is the length of day the longest? How about the shortest?

Questions you can ask your learner's teacher could include:

- Which stars and constellations are discussed in class?
- What human activities have had major effects on the environment in our community?
- What local land and water features do the students learn about?

Activities and learning you can do outside of the classroom to support your learner could include:

- Adding air to a balloon causing inflation to show matter particles that are too small to see are in the air.
- Observe the melting of an ice cube in a bag and discuss how the water changed from a solid to a liquid form.
- Stack blocks to build a larger structure, then break it back down to individual pieces to see that matter is conserved.
- Use a variety of items from your house to practice identifying properties including color, hardness, reflectivity. Examples: powders such as baking soda, metals, minerals, and liquids
- Cooking and baking at home gives the learner a great opportunity to observe what happens when 2 or more substances are mixed together.
- Drop a variety of objects to see which direction they go.
- Take a trip through the grocery store and identify foods that store energy created from the Sun.
- Sprout seeds with a moist paper towel in a clear bag taped to a window to observe plant growth, discuss how the plant's needs are met and what the next steps would be to keep the plant alive.
- Choose a spot in nature with a variety of plants and animals to observe over several seasons. In the spring new plants will sprout and different animals will appear. In the fall leaves fall to the ground and create a layer of decomposition.
- Observe the stars at night for a week and try to identify those that are the brightest. Discuss how selected stars are only visible in particular months.
- Record the length of day based on the sunrise and sunset each day for a week. You can observe the sunrise and sunset or find the published times in the media.
- Look at a world map and estimate how much of Earth is covered by ocean (saltwater). Identify mountains, rivers, lakes. Observe patterns with water and land features.
- Observe the land use in your community. Identify ways humans have impacted the natural environment.

Books

- Conklin, Wendy. *Earth's Cycles*
- Driscoll, Michael. *A Child's Introduction to the Night Sky*

- Howell, Izzi. *Geographics Earth's Resources*
- Kamkwamba, William and Mealer, Bryan. *The Boy Who Harnessed the Wind*
- Landau, Eliane. *Oil Spill! Disaster in the Gulf of Mexico*
- Mitton, Jacqueline. *Once Upon a Starry night: A Book of Constellations*
- Reynolds, Paul A. *Sydney and Simon Go Green!*
- Schilling, Govert. *Constellations: The Story of Space Told Through the 88 Known Star patterns in the Night Sky*

Resources

- American Museum of Natural History: Ology (<https://www.amnh.org/explore/ology>)
- Britannica Kids (<https://kids.britannica.com/>)
- CK-12 Foundation: (<https://www.ck12.org/student/>)
- Discus Kids (<https://www.scdiscus.org/discus-kids>)
- Edventure Children's Museum (<https://edventure.org/>)
- Exploratorium (<https://www.exploratorium.edu/>)
- Khan Academy Kids (<https://learn.khanacademy.org/khan-academy-kids/>)
- NASA Kid's Club (<https://www.nasa.gov/learning-resources/nasa-kids-club/>)
- PBS Kids Science (<https://pbskids.org/games/science>)
- South Carolina State Museum (<https://scmuseum.org/>)

Family-Friendly Guides to the SC Social Studies Standards for 5th Grade: United States and South Carolina Studies Part II

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina's standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. The College- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing discipline-specific skills, an avenue for thematic learning, and opportunities for student inquiry in every grade level.

South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See [http:// sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf](http://sccompetes.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf)). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

Summary of the course:

Students continue their study of the history of the United States and South Carolina in grade five, beginning with the industrialization of the United States and continuing through the present day. South Carolina's role is integrated into the exploration of the history of the United States. Students will study the industrialization of the United States and South Carolina, the impact immigrants had on the cultural and economic landscape, the rise of the United States as a world power, the nation's involvement in world affairs in the 20th century, and the nation's leadership role after World War II, during and after the Cold War, and into the 21st century. They will also learn about how citizens dealt with urbanization and increased population, women's suffrage and civil rights for all Americans, economic depression and recovery, and challenges in foreign diplomacy.

Family Friendly Guide for 5th Grade Social Studies
United States and South Carolina Studies Part II

Content Exploration

Standard	Summary
1: Expansion and Migration	Students will explore how the Second Industrial Revolution, urbanization, and access to resources contributed to the expansion of the United States during this time period. At the same time, groups migrated to and within the United States creating tensions and adding to the rich culture of the nation.
2: Federal Expansion	Students will explore how in the early 20th Century, the economies of the United States and South Carolina experienced a boom-and-bust period. This situation led to significant government intervention in order to stimulate the economy.
3: America as a World Leader	Students will explore how along with the rest of the world, the United States and South Carolina experienced economic instability during this period. As a result, political instability and worldwide conflict consumed the world in the 1940s. Following World War II, the United States emerged as a world leader through political policies and economic growth.
4: Social Changes	Students will explore how the United States during the post-World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences, which affected all aspects of American life at home and abroad. Additionally, various civil rights movements within the United States and South Carolina impacted society.
5: Modern America	Students will explore how since the collapse of the Soviet Union and advancements in technology, the world has become more globally interdependent. Additionally, with the rise of terrorism following the September 11, 2001, attacks, foreign policy in the United States has evolved.

Skills Focus

Skills are necessary across the social studies for the student's understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	4th Grade US and SC Studies Part I	5th Grade US and SC Studies Part II	8th Grade South Carolina and the US	United States History and the Constitution
Comparison	Identify comparisons based on common or differing characteristics or contexts.	Generate comparisons based on common or differing characteristics or contexts.	Utilize multiple characteristics of historical developments to create a comparative analysis.	Utilize similarities and differences among multiple historical developments over culture, time, and place to create a comparative analysis.
Causation	Identify multiple causes and effects, to include distinguishing long-term and short-term causes and effects.	Analyze multiple causes and multiple effects, to include distinguishing long-term and short-term causes and effects.	Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change.	Evaluate significant turning points, including related causes and effects that affect historical continuity and change.
Periodization	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries).	Utilize significant turning points to justify the historical narrative of a time period.	Summarize, analyze, and assess the methods historians use categorize historical developments to create historical periodization.
Contextualization	Make connections between historical developments in	Describe historical developments using specific	Explain how historical themes are used to determine context	Justify how the relationship between various historical themes

	history using specific references to time, place, and broader contexts.	references to time, place, and broader contexts.	when analyzing significant events.	and multiple historical developments create a multi-faceted context when analyzing significant events.
Continuities and Change	Recognize patterns of historical continuities and changes in history.	Recognize patterns of historical continuities and changes, and identify turning points in history.	Analyze significant turning points and theme-based patterns of continuities and changes within a period of time.	Evaluate significant turning points and theme-based patterns of continuities and changes within a period, including catalysts for those changes.
Evidence	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history

Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from rote memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Theme Name	Theme Description
Economic Advancements	The Economic Advancements theme encourages the study of the United States' development as an economic leader through technological advances, growth of capitalism, and involvement of government. How South Carolina has and continues to contribute to the national economic success will also be explored. Economic Advancements builds upon the primary theme of Economics.
Expansion and Migration	The Expansion and Migration theme encourages the study of the push- and pull -factors behind the movement of various groups to and throughout the United States. This includes their ability to adapt to and transform their new social and physical environments. Expansion and Migration builds off of the primary theme of history.
Political Ideas and Institutions	The Political Ideas and Institutions theme encourages the study of how the founding principles of natural rights, federalism, and the rule of law have been applied during this period of the United States and South Carolina. Political values and government institutions have influenced society and government through the creation of domestic and foreign policies. Political Ideas and Institutions builds off of the primary theme of Civics and Government.
Social and Cultural Development	The Social and Cultural Development theme encourages the study of how various social and cultural groups in the United States and South Carolina have influenced society and government. Citizens have developed multifaceted national and state identities based on individual ethnic, political, racial, regional, and religious differences. Social and Cultural Development builds off of the primary themes of History and Geography.

Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

Possible Questions for Inquiry for your 5th Grade Student:

- How did the expansion of the railroad system impact migration and settlement patterns in the United States?
- How did immigrants change American society?
- What benefits did life in America have for immigrants?
- What drawbacks did life in America have for immigrants?
- How are Native Americans living in the US today impacted by the development of the west?
- How did legislation/policies affect various immigrant groups?
- How did life differ before and as a result of the Stock Market Crash of 1929?
- How did jazz make its way to the north?
- How is modern music influenced by artists in the Harlem Renaissance?
- Does neutrality truly ever exist?
- Was neutrality a reality?
- What roles does the homefront play in a war?
- What role should the United States play in global disputes?
- What are benefits to a communist economic system?
- What are benefits to a capitalist economic system?
- How did civil rights leaders demonstrate for their cause?
- What were effects of the Space Race on education?
- How did race relations change in the United States as a result of desegregation?
- What are long-term effects of a segregated society?
- What industries in South Carolina have benefited rural communities?
- Is e-commerce beneficial?
- What are positive and negative effects of social media?
- Does the United States have any global responsibilities? Why or why not?
- How should young people prepare for a changing global economy?

Additional Resources:

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
 - o The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>

- [South Carolina Social Studies Instructional Guides](#)
 - o The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>

- [South Carolina ETV](#)
 - o The site may also be found by visiting: <https://www.scetv.org/>

- [South Carolina Remote Learning](#)
 - o These are websites that are identified by grade level and content range for your student.
 - o The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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