

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). 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 |

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|--------------------------------|--|--|--|---|
| | 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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