

**5th Grade Social Studies
Proficiency Expectations 2024-25**

First Quarter

Standard	Indicators	Success Criteria
Standard 1: Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.	<p>5.1.E Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U. S.</p> <p>5.1.CO: Compare the physical landscape and demographics of the United States before and after the Transcontinental Railroad.</p> <p>5.1. CE: Identify and examine push-and pull-factors related to immigration and expansion on urban and rural populations during the period.</p>	<p>The student can:</p> <ul style="list-style-type: none">● use primary and secondary sources to analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration.● compare the physical landscape and population of the United States before and after the Transcontinental Railroad.● identify and examine push-pull factors in relation to immigration and expansion on the urban and rural population between 1860-1910.

Standard	Indicators	Success Criteria
	<p>5.1. CX: Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.</p> <p>5.1 CC (Part 1 Industrial Growth): Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.</p>	<ul style="list-style-type: none"> investigate how the Second Industrial Revolution led to an increased desire for raw materials resulting in imperialism and economic expansion of the United States. summarize how both imperialistic and economic expansion efforts impacted and shaped the experiences of different American cultural groups and their identities.
	<p>5.2. P Part 1 (Expansion of the Federal Government during the Progressive Movement) Summarize how the role of the federal government expanded during the period.</p>	<ul style="list-style-type: none"> summarize how the power of the federal government expanded during the early 20th century.

Standard	Indicators	Success Criteria
	5.1 CC (Part 2 Progressive Movement): Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.	<ul style="list-style-type: none"> summarize how both imperialistic and economic expansion efforts impacted and shaped the experiences of different American cultural groups and their identities.
	5.1. P: Summarize how the United States' involvement in the Spanish American War led to increased U.S. economic expansion and imperialism.	<ul style="list-style-type: none"> summarize how the United States' involvement in the Spanish American War led to increased U.S. economic and imperialistic expansion.

2nd Quarter

Standard	Indicators	Success Criteria
<p>Standard 2: Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910-1940) affected the United States and South Carolina.</p>	<p>5.2.E Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources.</p> <p>5.2 CE: Examine the primary cause of WWI and the events which led to US involvement.</p> <p>5.2. P Part 2 (Expansion of the Federal Government During WWI) Summarize how the role of the federal government expanded during the period.</p> <p>5.2. CX: Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina</p>	<p>The student can</p> <ul style="list-style-type: none"> ● use primary and secondary sources to analyze multiple perspectives on the economic, political, and social effects of WWI, the 1920s, the Great Depression, and the New Deal. ● identify and analyze the primary causes of WWI and the events that led to U.S. involvement. ● summarize how the power of the federal government expanded during the early 20th century. ● investigate the post-war economic conditions and how they impacted the culture of the U. S. and South Carolina.

Standard	Indicators	Success Criteria
	<p>5.2. CO: Compare cultural and economic impacts of the 1929 Stock Market Crash on the United States and South Carolina.</p> <p>5.2. CC: Examine the continuities and changes that resulted from New Deal programs and the impact these programs had on various groups throughout the U.S. and South Carolina.</p> <p>5.2. P Part 3 (Expansion of the Federal Government the Great Depression) Summarize how the role of the federal government expanded during the period.</p>	<ul style="list-style-type: none"> compare how the 1929 Stock Market Crash affected the culture and economy of the U.S. and South Carolina. <p>2 for this indicator</p> <ul style="list-style-type: none"> explain the continuities and changes that resulted from the New Deal. examine how New Deal programs impacted various groups of people throughout the U.S. and South Carolina between 1910-1940. summarize how the power of the federal government expanded during the early 20th century.

Standard	Indicators	Success Criteria
<p><u>Standard 3:</u> Demonstrate an understanding of the political, economic, and social effects of World War II, the Holocaust, and their aftermath (i.e. 1930-1955) on the United States and South Carolina.</p>	<p>5.3.E Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.</p> <p>5.3.CO: Compare the ideologies and policies that led to World War II.</p> <p>5.3. P: Summarize the U.S. government's transition away from neutrality policies following World War I that led to its involvement in World War II.</p> <p>5.3.CE : Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.</p>	<p>The student can</p> <ul style="list-style-type: none"> • use primary and secondary sources to analyze multiple perspectives on the economic, political, and social effects of WWII and its aftermath. • compare the beliefs and policies that led to WWII. • summarize how the U.S. moved away from remaining neutral after WWI and became involved in WWII. • analyze the cause and effect of government-sponsored policies within the U.S. and Europe that led to discrimination towards different groups.

	<p>5.3.CX: Contextualize the technological and geographic influence on military strategies in the Pacific and European theaters of operation of World War II.</p> <p>5.3.CC- Analyze the changes and continuities regarding the United States' international leadership regarding the rebuilding of Europe and the resettlement of displaced persons resulting from the Holocaust.</p>	<ul style="list-style-type: none"> ● explore how technology and geography influenced the military strategies in both the Pacific and European theaters of WWII. ● analyze the changes and continuities of the United States' international leadership between 1930-1955.
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3rd Quarter

Standard	Indicators	Success Criteria
Standard 4: Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950-1980.	<p>5.4 E Analyze multiple perspectives on the economic, political, and social effects of the Cold War, the Space Race, and the Civil Rights Movement using primary and secondary sources.</p> <p>5.4 CO: Compare and contrast the capitalist and communist ideologies.</p> <p>5.4 CX: Contextualize the tension between the United States and the Soviet Union during the Cold War.</p> <p>5.4 CE: Analyze the causes and impacts of social movements in the U.S. and South Carolina.</p>	<p>The student can:</p> <ul style="list-style-type: none"> • can use primary and secondary sources to analyze multiple perspectives on the economic, political, and social effects on the Cold War, Space Race, and the Civil Rights Movement. • compare and contrast the beliefs of capitalism and communism. • investigate the different beliefs between the U.S. and the Soviet Union which led to tensions between the two during the Cold War. • analyze the causes and effects of various modern civil rights movements in the U.S. and South Carolina.

Standard	Indicators	Success Criteria
	<p>5.4.CC- Analyze the changes and continuities of race relations in the United States and South Carolina following the court decisions of <i>Briggs v. Elliott</i> and <i>Brown v. Board of Education</i>.</p> <p>5.4.P- Summarize the social, political, and economic changes in the United States after World War II.</p>	<ul style="list-style-type: none"> • analyze how race relations in the U.S. and South Carolina evolved following the court decisions of <i>Briggs v. Elliott</i> and <i>Brown v. Board of Education</i>. • summarize the social, political, and economic changes in the U.S. after WWII (1944-1980).

4th Quarter

Standard	Indicators	Success Criteria
<p><u>Standard 5:</u> Demonstrate an understanding of the contemporary global economic, social, and political roles of the United States and South Carolina from 1980-present.</p>	<p>5.5.E Analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980 using primary and secondary sources.</p> <p>5.5 P: Summarize the global involvement of the United States using the fall of the Soviet Union as a turning point</p> <p>5.5 CC: Analyze the continuities and changes in the U.S. relationships with countries around the world as a result of the economic, political, and social changes in this period.</p> <p>5.5 CO: Compare and contrast the focus of the U.S. as a world leader before and after September 11, 2001 attacks.</p>	<p>The student can:</p> <ul style="list-style-type: none"> • use primary and secondary sources to analyze multiple perspectives on the economic, political, and social effects of global interdependence after 1980. • summarize how the United States became a world leader after the fall of the Soviet Union. • analyze how U.S. relationships with countries around the world evolved as a result of the economic, political, and social changes from 1980-present. • compare and contrast the focus of the U.S. as a world leader before and after the September 11, 2001 attacks.

Standard	Indicators	Success Criteria
	<p>5.5 CE: Analyze the impact of digital technologies on the U.S., and describe the impact those technologies had on its global influence.</p> <p>5.5 CX: Contextualize the changes in rural communities in South Carolina within national and global industries</p>	<ul style="list-style-type: none"> • explain the impact of digital technologies and their effect on the U.S's global influence. • investigate the changes in rural communities in South Carolina within national and global industries.