

**Main Criteria:** South Carolina Standards & Learning  
**Secondary Criteria:** Rising Star Studios  
**Subjects:** Health and PE, Language Arts, Social Studies  
**Grades:** 5, 6  
**Correlation Options:** Show Correlated

**South Carolina Standards & Learning**

**Health and PE**

Grade: 5 - Adopted: 2017

<b>STANDARD / COURSE</b>	<b>SC.HSE.</b>	<b>Health and Safety Education</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	5.1.	“Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	I-5.1.	Injury Prevention and Safety
<b>GRADE LEVEL EXAMPLE / STAGE</b>	I-5.1.1.	Examine the impact of violent and unsafe behaviors.  <u>Rising Star Studios</u> Obedience
<b>STANDARD / COURSE</b>	<b>SC.HSE.</b>	<b>Health and Safety Education</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	5.1.	“Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	N-5.1.	Nutrition and Physical Activity
<b>GRADE LEVEL EXAMPLE / STAGE</b>	N-5.1.5.	Explain basic precautions to help prevent injury during physical activity.  <u>Rising Star Studios</u> Obedience
<b>STANDARD / COURSE</b>	<b>SC.HSE.</b>	<b>Health and Safety Education</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	5.3.	“Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	M-5.3.	Mental, Emotional, and Social Health
<b>GRADE LEVEL EXAMPLE / STAGE</b>	M-5.3.1.	Identify a safe adult to talk with if something is bothering them or someone they know.  <u>Rising Star Studios</u> Trustworthiness Wisdom
<b>STANDARD / COURSE</b>	<b>SC.HSE.</b>	<b>Health and Safety Education</b>
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	5.4.	“Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	G-5.4.	Growth, Development, and Sexual Health and Responsibility
<b>GRADE LEVEL EXAMPLE / STAGE</b>	G-5.4.2.	Demonstrate ways to ask for assistance in harmful situations or relationships.  <u>Rising Star Studios</u> Trustworthiness Wisdom

STANDARD / COURSE	SC.HSE.	Health and Safety Education
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.5.	“Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).
PERFORMANCE DESCRIPTOR / STANDARD	M-5.5.	Mental, Emotional, and Social Health
GRADE LEVEL EXAMPLE / STAGE	M-5.5.1.	Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.  <u>Rising Star Studios</u> Resourcefulness
STANDARD / COURSE	SC.HSE.	Health and Safety Education
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.7.	“Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).
PERFORMANCE DESCRIPTOR / STANDARD	I-5.7.	Injury Prevention and Safety
GRADE LEVEL EXAMPLE / STAGE	I-5.7.1.	Implement safety strategies to avoid causing injury to self and to others.  <u>Rising Star Studios</u> Obedience Responsibility
GRADE LEVEL EXAMPLE / STAGE	I-5.7.3.	Explain safety rules for when a person is home alone and with others including internet safety and social media.  <u>Rising Star Studios</u> Obedience
STANDARD / COURSE	SC.HSE.	Health and Safety Education
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.7.	“Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).
PERFORMANCE DESCRIPTOR / STANDARD	M-5.7.	Mental, Emotional, and Social Health
GRADE LEVEL EXAMPLE / STAGE	M-5.7.1.	Model behaviors that promote healthy relationships with family and peers.  <u>Rising Star Studios</u> Consideration Friendliness Friendship Selflessness Tolerance
GRADE LEVEL EXAMPLE / STAGE	M-5.7.2.	Demonstrate positive self-management skills.  <u>Rising Star Studios</u> Self-Discipline

Grade: 5 - Adopted: 2014

STANDARD / COURSE	SC.PE.5.	Physical Education
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-4.	The physically literate individual exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Affective Domain)
PERFORMANCE DESCRIPTOR / STANDARD		The student should learn the purpose and apply activity-specific rules, safe practices, procedures, and etiquette. The student should acquire the ability to follow these principles with few teacher reminders. The student should continue to develop cooperation skills to achieve a common goal while working with a partner or a small group. The student should continue to develop a respect for the strengths as well as the limitations of others.
GRADE LEVEL EXAMPLE /	5-4.1.	Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.

STAGE		<u>Rising Star Studios</u> Cooperation
GRADE LEVEL EXAMPLE / STAGE	5-4.2.	Identify and demonstrate the characteristics of good sportsmanship (for example, accept the teacher's decision regarding a personal rule infraction without displaying negative reactions toward others).  <u>Rising Star Studios</u> Sportsmanship
GRADE LEVEL EXAMPLE / STAGE	5-4.3.	Recognize the positive attributes that individuals of varying gender, race, ethnicity, and/or skill levels bring to physical activity in a group setting.  <u>Rising Star Studios</u> Tolerance Uniqueness
GRADE LEVEL EXAMPLE / STAGE	5-4.4.	Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.  <u>Rising Star Studios</u> Fairness Obedience
GRADE LEVEL EXAMPLE / STAGE	5-4.5.	Take responsibility for his or her own actions without blaming others.  <u>Rising Star Studios</u> Dependable Responsibility Self-Reliance
GRADE LEVEL EXAMPLE / STAGE	5-4.6.	Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.  <u>Rising Star Studios</u> Tolerance Uniqueness
STANDARD / COURSE	SC.PE.5.	Physical Education
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5-5.	The physically literate individual demonstrates awareness that physical activity provides the opportunity for health, enjoyment, challenge, self-expression and/or social interaction. (Affective Domain)
PERFORMANCE DESCRIPTOR / STANDARD		The student should develop the ability to choose an appropriate level of challenge for him- or herself in physical activities and to realize that improvement in skills is achieved by effort and practice. The student should learn to enjoy participating in physical activities with peers whose skill levels are both different from and similar to his or her own and thereby to recognize that physical activity is an important avenue to many personal rewards.
GRADE LEVEL EXAMPLE / STAGE	5-5.3.	Seek to engage in physical activities that are personally challenging.  <u>Rising Star Studios</u> Self-Reliance
GRADE LEVEL EXAMPLE / STAGE	5-5.4.	Celebrate personal physical-activity successes and achievements along with those of others.  <u>Rising Star Studios</u> Commitment Confidence Consideration Discovering Talent Self-Acceptance Sportsmanship
GRADE LEVEL EXAMPLE / STAGE	5-5.7.	Recognize that skill competency leads to enjoyment of movement and physical activity.  <u>Rising Star Studios</u> Confidence Self-Acceptance

South Carolina Standards & Learning

Language Arts

Grade: 5 - Adopted: 2015

STANDARD /	SC.5.1.	Inquiry-Based Literacy Standards (I)
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COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.1.1.	Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.
PERFORMANCE DESCRIPTOR / STANDARD	5.1.1.1.	Formulate questions to focus thinking on an idea to narrow and direct further inquiry.  <u>Rising Star Studios</u> Caring Determination
STANDARD / COURSE	SC.5.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.1.2.	Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.
PERFORMANCE DESCRIPTOR / STANDARD	5.1.2.1.	Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.  <u>Rising Star Studios</u> Caring Determination
STANDARD / COURSE	SC.5.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.1.4.	Synthesize information to share learning and/or take action.
PERFORMANCE DESCRIPTOR / STANDARD	5.1.4.2.	Reflect on findings to build deeper understanding and determine next steps.  <u>Rising Star Studios</u> Caring Determination
STANDARD / COURSE	SC.5.1.	Inquiry-Based Literacy Standards (I)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.1.5.	Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.
PERFORMANCE DESCRIPTOR / STANDARD	5.1.5.1.	Acknowledge and value individual and collective thinking.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Commitment Confidence Consideration Cooperation Courage Courtesy Decency Dependable Determination Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Helpfulness Heroic Honesty Hygiene Imaginative Independence

		Initiative Integrity Joyfulness Kindness Loyalty Obedience Patience Patriotism Peacefulness Perseverance Politeness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Sportsmanship Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
PERFORMANCE DESCRIPTOR / STANDARD	5.1.5.2.	Employ past learning to monitor and assess current learning to guide inquiry.  <u>Rising Star Studios</u> Caring Confidence Determination Imaginative Resourcefulness Selflessness
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.MC. 6.	Summarize key details and ideas to support analysis of thematic development.
GRADE LEVEL EXAMPLE / STAGE	5.RL.MC. 6.1.	Determine and analyze the development of a theme within a text; summarize using key details.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.MC. 7.	Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.
GRADE LEVEL EXAMPLE / STAGE	5.RL.MC. 7.2.	Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.  <u>Rising Star Studios</u> Helpfulness
STANDARD /	SC.5.RL.	Reading – Literary Text (RL)

COURSE		
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.MC.8.	Analyze characters, settings, events, and ideas as they develop and interact within a particular context.
GRADE LEVEL EXAMPLE / STAGE	5.RL.MC.8.1.	Cite evidence within text to:
INDICATOR	5.RL.MC.8.1.a.	Analyze two or more characters, events, or settings in a text and explain the impact on the plot.  <u>Rising Star Studios</u> Helpfulness
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.LCS.9.	Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.
GRADE LEVEL EXAMPLE / STAGE	5.RL.LCS.9.2.	Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.LCS.10.	Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.
GRADE LEVEL EXAMPLE / STAGE	5.RL.LCS.10.1.	Use cause and effect relationships and comparisons to determine the meaning of words or phrases.  <u>Rising Star Studios</u> Helpfulness Initiative Perseverance
GRADE LEVEL EXAMPLE / STAGE	5.RL.LCS.10.6.	Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.  <u>Rising Star Studios</u> Helpfulness Honesty Initiative Perseverance
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.LCS	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.LCS.12.	Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.
GRADE LEVEL EXAMPLE / STAGE	5.RL.LCS.12.2.	Compare how different crafted text structures contribute to meaning and impact the reader.

		<u>Rising Star Studios</u> Helpfulness
STANDARD / COURSE	SC.5.RL.	Reading – Literary Text (RL)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RL.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RL.RC.13.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	5.RL.RC.13.1.	Engage in whole and small group reading with purpose and understanding. <u>Rising Star Studios</u> Perseverance
GRADE LEVEL EXAMPLE / STAGE	5.RL.RC.13.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <u>Rising Star Studios</u> Citizenship Imaginative Initiative Resourcefulness
STANDARD / COURSE	SC.5.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RI.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RI.MC.6.	Summarize key details and ideas to support analysis of central ideas.
GRADE LEVEL EXAMPLE / STAGE	5.RI.MC.6.1.	Summarize a text with two or more central ideas; cite key supporting details. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / COURSE	SC.5.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RI.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.RI.LCS.11.	Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.
GRADE LEVEL EXAMPLE / STAGE	5.RI.LCS.11.2.	Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points. <u>Rising Star Studios</u> Confidence Fairness
STANDARD / COURSE	SC.5.RI.	Reading – Informational Text (RI)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.RI.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	5.RI.RC.12.	Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.
GRADE LEVEL EXAMPLE / STAGE	5.RI.RC.12.1.	Engage in whole and small group reading with purpose and understanding. <u>Rising Star Studios</u> Perseverance
GRADE LEVEL EXAMPLE / STAGE	5.RI.RC.12.3.	Read and respond according to task and purpose to become self-directed, critical readers and thinkers. <u>Rising Star Studios</u>

		Citizenship Confidence Fairness Imaginative Resourcefulness
<b>STANDARD / COURSE</b>	SC.5.W.	Writing (W)
<b>KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION</b>	5.W.MCC.	Meaning, Context, and Craft (MCC)
<b>PERFORMANCE DESCRIPTOR / STANDARD</b>	5.W.MCC. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
<b>GRADE LEVEL EXAMPLE / STAGE</b>	5.W.MCC. 2.1.	Write informative/explanatory texts that:
<b>INDICATOR</b>	5.W.MCC. 2.1.a.	Introduce a topic clearly.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
<b>INDICATOR</b>	5.W.MCC. 2.1.b.	Use relevant information from multiple print and multimedia sources.  <u>Rising Star Studios</u> Confidence
<b>INDICATOR</b>	5.W.MCC. 2.1.d.	Group related information logically.  <u>Rising Star Studios</u> Friendship Trustworthiness
<b>INDICATOR</b>	5.W.MCC. 2.1.f.	Include formatting, illustrations, and multimedia to aid comprehension.  <u>Rising Star Studios</u> Courtesy Sportsmanship
<b>INDICATOR</b>	5.W.MCC. 2.1.g.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  <u>Rising Star Studios</u> Bravery Caring Citizenship Consideration Cooperation Courage Courtesy Enthusiasm Fairness Friendliness Friendship Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Peacefulness Self-Acceptance Self-Discipline Selflessness Trustworthiness Uniqueness Willpower
<b>INDICATOR</b>	5.W.MCC. 2.1.h.	Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.

		<u>Rising Star Studios</u> Courtesy Self-Discipline Selflessness Trustworthiness
INDICATOR	5.W.MCC.2.1.i.	Use paraphrasing, quotations, summarizing, and original language to avoid plagiarism.  <u>Rising Star Studios</u> Confidence
INDICATOR	5.W.MCC.2.1.k.	Use precise language and domain-specific vocabulary to inform or explain the topic.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
INDICATOR	5.W.MCC.2.1.l.	Develop a style and tone authentic to the purpose.  <u>Rising Star Studios</u> Cooperation Courtesy Friendship Heroic Self-Discipline Selflessness Trustworthiness
STANDARD / COURSE	SC.5.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.W.MCC.	Meaning, Context, and Craft (MCC)
PERFORMANCE DESCRIPTOR / STANDARD	5.W.MCC.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
GRADE LEVEL EXAMPLE / STAGE	5.W.MCC.3.1.	Gather ideas from texts, multimedia, and personal experience to write narratives that:
INDICATOR	5.W.MCC.3.1.a.	Develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Dignity Discovering Talent Forgiveness Generosity Goodness Gratefulness Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Reliance

		Sharing Slow To Judge Thankfulness Tolerance Truthfulness Uniqueness Wisdom
INDICATOR	5.W.MCC.3.1.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters.  <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
INDICATOR	5.W.MCC.3.1.d.	Use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations.  <u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
INDICATOR	5.W.MCC.3.1.e.	Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Courage Dignity Discovering Talent Forgiveness Goodness Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Control Self-Reliance Sharing Tolerance Truthfulness Uniqueness
INDICATOR	5.W.MCC.3.1.g.	Use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.

		<u>Rising Star Studios</u> Bravery Confidence Courage Discovering Talent Forgiveness Goodness Gratefulness Integrity Loyalty Resourcefulness Respect Restraint Self-Reliance Sharing
INDICATOR	5.W.MCC.3.1.h.	Provide a conclusion that follows from the narrated experiences or events.  <u>Rising Star Studios</u> Bravery Confidence Forgiveness Goodness Resourcefulness Restraint Sharing
STANDARD / COURSE	SC.5.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.W.L.	Language (L)
PERFORMANCE DESCRIPTOR / STANDARD	5.W.L.5.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE / STAGE	5.W.L.5.1.	Apply correct usage of capitalization.  <u>Rising Star Studios</u> Bravery Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Forgiveness Friendship Generosity Goodness Gratefulness Heroic Initiative Integrity Kindness Loyalty Obedience Patience Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness

STANDARD / COURSE	SC.5.W.	Writing (W)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.W.RC.	Range and Complexity (RC)
PERFORMANCE DESCRIPTOR / STANDARD	5.W.RC.6	Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.
GRADE LEVEL EXAMPLE / STAGE	5.W.RC.6 .1.	Write routinely and persevere in writing tasks:
INDICATOR	5.W.RC.6 .1.a.	Over short and extended time frames.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
INDICATOR	5.W.RC.6 .1.b.	For a range of domain-specific tasks.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy

Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Heroic  
 Hygiene  
 Independence  
 Initiative  
 Integrity  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Peacefulness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

5.W.RC.6  
.1.c.

For a variety of purposes and audiences.

Rising Star Studios  
 Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Confidence  
 Consideration  
 Courage  
 Courtesy  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Heroic  
 Hygiene  
 Independence  
 Initiative  
 Integrity  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Peacefulness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness

		Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
INDICATOR	5.W.RC.6 .1.d.	By adjusting the writing process for the task, increasing the length and complexity.  <u>Rising Star Studios</u> Bravery Caring Citizenship Cleanliness Confidence Consideration Courage Courtesy Dignity Discovering Talent Enthusiasm Fairness Forgiveness Friendliness Friendship Generosity Goodness Goodwill Gratefulness Heroic Hygiene Independence Initiative Integrity Kindness Loyalty Obedience Patience Peacefulness Promptness Punctuality Ready Resourcefulness Respect Responsibility Restraint Self-Acceptance Self-Control Self-Discipline Self-Reliance Selflessness Sharing Slow To Judge Thankfulness Tolerance Trustworthiness Truthfulness Uniqueness Willpower Wisdom
STANDARD / COURSE	SC.5.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.C.MC.	Meaning and Context (MC)

PERFORMANCE DESCRIPTOR / STANDARD	5.C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
GRADE LEVEL EXAMPLE / STAGE	5.C.MC.1 .1.	<p>Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.</p> <p><u>Rising Star Studios</u>  Bravery  Caring  Citizenship  Cleanliness  Commitment  Confidence  Consideration  Cooperation  Courage  Courtesy  Decency  Dependable  Determination  Dignity  Discovering Talent  Enthusiasm  Fairness  Forgiveness  Friendliness  Friendship  Generosity  Goodness  Goodwill  Gratefulness  Helpfulness  Heroic  Honesty  Hygiene  Imaginative  Independence  Initiative  Integrity  Joyfulness  Kindness  Loyalty  Obedience  Patience  Patriotism  Peacefulness  Perseverance  Politeness  Promptness  Punctuality  Ready  Resourcefulness  Respect  Responsibility  Restraint  Self-Acceptance  Self-Control  Self-Discipline  Self-Reliance  Selflessness  Sharing  Slow To Judge  Sportsmanship  Thankfulness  Tolerance  Trustworthiness  Truthfulness  Uniqueness  Willpower  Wisdom</p>
GRADE LEVEL EXAMPLE / STAGE	5.C.MC.1 .2.	<p>Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p> <p><u>Rising Star Studios</u>  Bravery  Caring</p>

Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

**GRADE LEVEL  
 EXAMPLE /  
 STAGE**

**5.C.MC.1  
 .3.**

**Apply effective communication techniques and the use of formal or informal voice based on audience and setting.**

Rising Star Studios  
 Friendship

**GRADE LEVEL  
 EXAMPLE /  
 STAGE**

**5.C.MC.1  
 .4.**

**Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.**

Rising Star Studios  
 Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence

Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
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GRADE LEVEL  
 EXAMPLE /  
 STAGE

5.C.MC.1  
 .5.

Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

Rising Star Studios

Bravery  
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 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness

Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
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 Gratefulness  
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STANDARD / COURSE	SC.5.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.C.MC.	Meaning and Context (MC)
PERFORMANCE DESCRIPTOR / STANDARD	5.C.MC.2	Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.
GRADE LEVEL EXAMPLE / STAGE	5.C.MC.2 .1.	Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.  <u>Rising Star Studios</u> Friendship Sharing
STANDARD / COURSE	SC.5.C.	Communication (C)
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	5.C.LCS.	Language, Craft, and Structure (LCS)
PERFORMANCE DESCRIPTOR / STANDARD	5.C.LCS. 5.	Incorporate craft techniques to engage and impact audience and convey messages.
GRADE LEVEL EXAMPLE / STAGE	5.C.LCS. 5.1.	Set a purpose, integrate craft techniques and maintain a clear focus in presentations.  <u>Rising Star Studios</u>

## South Carolina Standards &amp; Learning

## Social Studies

Grade: 5 - Adopted: 2019

STANDARD / COURSE		Grade 5 Deconstructed Skills
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	CO:	Comparison – Generate comparisons based on common or differing characteristics or contexts.
PERFORMANCE DESCRIPTOR / STANDARD		To demonstrate their ability to use the skill of comparison, students should:
GRADE LEVEL EXAMPLE / STAGE		identify similarities and/or differences of perspectives between groups of people.  <u>Rising Star Studios</u> Tolerance Uniqueness
STANDARD / COURSE		Grade 5 Deconstructed Skills
KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION	E:	Evidence – Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.
PERFORMANCE DESCRIPTOR / STANDARD		To demonstrate their ability to use evidence in the study of history, students should:
GRADE LEVEL EXAMPLE / STAGE		categorize multiple sources to make a claim.  <u>Rising Star Studios</u> Confidence Determination Willpower