



Behind the Scenes K–12th Grades

The Gibbes Museum of Art Collections Storage Center offers unique learning opportunities for students of all ages. The space is designed to engage and educate Museum visitors about how artwork is cared for and provides a glimpse of where art lives when not on view. On this tour, students will visit the Storage Center to learn about “back-of-house” Museum activities and the professionals who dedicate their careers to preserving the past for the future. Presented by Zinnia Willits, Director of Collections, and Chris Pelletier, Museum Preparator.

South Carolina Visual Arts Standards

KINDERGARTEN

- Standard VAK-1.2 Identify the materials, techniques, and processes used in a variety of works of visual art
- Standard VAK-2.2 Identify the elements and principles of design in the visual arts and use them to communicate ideas
- Standard VAK-3.1 Identify and describe content used by artists
- Standard VAK-4.1 Identify works of visual art as belonging to a particular time, culture and place
- Standard VAK-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists
- Standard VAK-5.1 Identify some of the purposes for creating artworks
- Standard VAK-5.2 Describe the different qualities and characteristics of artworks
- Standard VAK-6.1 Identify connections between the visual arts and content areas across the curriculum

FIRST GRADE

- Standard VA1-1.2 Identify and describe the materials, techniques, and processes used in a variety of works of visual art
- Standard VA1-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks
- Standard VA1-2.4 Discuss the elements and principles of design found in works of visual art
- Standard VA1-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in works of visual art
- Standard VA1-4.1 Identify works of visual art as belonging to a particular time, culture, and place
- Standard VA1-4.2 Discuss the works of visual art in relationship to the technologies, tools, and materials used by the artists



- Standard VA1-5.1 Identify some of the purposes for the creation of works of visual art
- Standard VA1-5.2 Describe and discuss the different qualities and characteristics of works of visual art
- Standard VA1-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum

SECOND GRADE

- Standard VA2-1.1 Identify the materials, techniques, and processes used in a variety of artworks
- Standard VA2-1.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing works of visual art
- Standard VA2-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey
- Standard VA2-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks
- Standard VA2-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art
- Standard VA2-4.1 Identify works of visual art as belonging to a particular time, culture, and place
- Standard VA2-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists
- Standard VA2-5.1 Identify purposes for the creation of works of visual art
- Standard VA2-5.2 Describe and discuss the different qualities and characteristics of artworks
- Standard VA2-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum

THIRD GRADE

- Standard VA3-1.3 Identify and describe the materials, techniques, and processes used in a variety of artworks
- Standard VA3-2.1 Recognize and describe the differences in the composition and design of various works of visual art and the ideas they convey
- Standard VA3-2.2 Discuss the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks
- Standard VA3-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art



- Standard VA3-4.1 Identify and discuss specific works of visual art created by artists from South Carolina as belonging to a particular time, culture, and place
- Standard VA3-4.2 Discuss specific works of visual art in relationship to the technologies, tools, and materials used by the artists
- Standard VA3-5.1 Identify purposes for the creation of works of visual art
- Standard VA3-5.2 Describe, discuss, and evaluate the different qualities and characteristics of works by South Carolina artists
- Standard VA3-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum

FOURTH GRADE

- Standard VA4-1.1 Identify the materials, techniques, and processes used in a variety of artworks
- Standard VA4-2.1 Explain the differences in the composition and design of various works of art and the ideas they convey
- Standard VA4-2.2 Explain the reasons that different elements and principles of design each cause their own distinct response in one who is creating or viewing artworks
- Standard VA4-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art
- Standard VA4-4.1 Identify and discuss specific works of visual art as belonging to a particular time, culture, and place
- Standard VA4-4.2 Discuss the qualities of specific works by artists who have had a diverse access to various technologies, tools, and materials
- Standard VA4-5.1 Identify and discuss some of the purposes for the creation of works of visual art
- Standard VA4-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of artworks of others, including works by South Carolina artists
- Standard VA4-6.1 Identify similarities and connections between the visual arts and other subjects in the school curriculum

FIFTH GRADE

- Standard VA5-1.1 Identify the materials, techniques, and processes used in a variety of artworks
- Standard VA5-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VA5-2.2 Discuss the ways that the various elements and principles of design are used to communicate ideas



- Standard VA5-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art
- Standard VA5-4.1 Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places
- Standard VA5-5.1 Identify and discuss purposes for the creation of works of visual art
- Standard VA5-5.2 Describe, discuss, and evaluate, both orally and in writing, the different qualities and characteristics of his or her own artworks and those of others, including works by South Carolina artists
- Standard VA5-6.1 Identify connections between the visual arts and content areas across the curriculum
- Standard VA5-6.2 Discuss the relationship between visual art and language as a means of storytelling

SIXTH GRADE

- Standard VA6-1.1 Identify the materials, techniques, and processes used in a variety of artworks
- Standard VA6-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VA6-2.2 Describe the ways in which the elements and principles of design are used in a particular work of art and the ways in which their use expresses the artist's ideas
- Standard VA6-6.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in his or her works of visual art
- Standard VA6-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors
- Standard VA6-4.3 Demonstrate visual literacy by deconstructing artworks to identify and discuss the elements and principles of design that are used in those works
- Standard VA6-5.1 Compare various purposes for the creation of works of visual art
- Standard VA6-5.2 Describe, discuss, and evaluate the different qualities and characteristics of artworks of others, including works by South Carolina artists
- Standard VA6-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

SEVENTH GRADE

- Standard VA7-1.1 Identify the materials, techniques, and processes used in a variety of artworks



- Standard VA7-1.2 Describe the ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VA7-2.1 Discuss similarities and differences in the composition and in the use of the elements and principles of design in two contrasting works of visual art
- Standard VA7-2.2 Compare and contrast several artists' use of the elements and principles of design and describe the ways in which these characteristics express the artists' ideas
- Standard VA7-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in works of visual art
- Standard VA7-4.1 Identify artworks from various cultures and recognize ways in which those works were influenced by man-made and natural factors
- Standard VA7-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them
- Standard VA7-5.1 Compare various purposes for the creation of works of visual art
- Standard VA7-5.2 Describe, discuss, and evaluate the different qualities and characteristics of artworks by others, including works by South Carolina artists
- Standard VA7-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

EIGHTH GRADE

- Standard VA8-1.1 Identify the materials, techniques, and processes used in a variety of artworks
- Standard VA8-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VA8-2.1 Identify the elements and principles of design used in a particular work of visual art and describe the ways in which these characteristics express the artist's ideas and affect the viewer
- Standard VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas
- Standard VA8-3.1 Compare and contrast the content in several works of visual art
- Standard VA8-3.3 Discuss the ways that choices of subject matter, symbols, and ideas combine to communicate meaning in works of visual art
- Standard VA8-4.1 Identify artworks from various cultures and recognize ways in which these works were influenced by man-made and natural factors
- Standard VA8-4.3 Demonstrate visual literacy by deconstructing works of visual art to identify and discuss the elements and principles of design that are used in them
- Standard VA8-5.1 Compare various purposes for the creation of works of visual art



- Standard VA8-5.2 Describe, discuss, and evaluate the different qualities and characteristics of artwork by others, including works by South Carolina artists
- Standard VA8-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

HIGH SCHOOL LEVEL 1

- Standard VAH1-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art
- Standard VAH1-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VAH1-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas
- Standard VAH1-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies
- Standard VAH1-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in the artwork of others
- Standard VAH1-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture
- Standard VAH1-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts
- Standard VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify the interpretation
- Standard VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about the artwork of others
- Standard VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

HIGH SCHOOL LEVEL 2

- Standard VAH2-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art
- Standard VAH2-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VAH2-2.1 Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas



- Standard VAH2-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies to communicate ideas
- Standard VAH2-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in the artwork of others
- Standard VAH2-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture
- Standard VAH1-4.4 Demonstrate visual literacy by deconstructing images in a variety of contexts
- Standard VAH1-5.1 Analyze the intention of the artist in a specific artwork and justify the interpretation
- Standard VAH1-5.2 Make complex, descriptive, interpretative, and evaluative judgments about the artwork of others
- Standard VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

HIGH SCHOOL LEVEL 3

- Standard VAH3-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art
- Standard VAH3-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VAH3-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies to communicate ideas
- Standard VAH3-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in the artwork of others
- Standard VAH3-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture
- Standard VAH3-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led them to make that identification
- Standard VAH3-5.1 Analyze the intention of the artist in a specific artwork and justify the interpretation
- Standard VAH3-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum

HIGH SCHOOL LEVEL 4

- Standard VAH4-1.1 Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art



- Standard VAH4-1.2 Describe ways that different materials, techniques, and processes evoke different responses in one who is creating or viewing artworks
- Standard VAH4-2.3 Evaluate the effectiveness of artworks by analyzing the use of the elements and principles of design and other compositional structures and strategies to communicate ideas
- Standard VAH4-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in the artwork of others
- Standard VAH4-4.1 Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture
- Standard VAH4-4.2 Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led them to make that identification
- Standard VAH4-5.1 Analyze the intention of the artist in a specific artwork and justify the interpretation
- Standard VAH4-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum



South Carolina Social Studies Standards

KINDERGARTEN

Foundations of Social Studies: Children as Citizens

- Standard K-1: The student will demonstrate an understanding of his or her surroundings
- Standard K-3: The student will demonstrate an understanding of the values that American democracy represents and upholds
- Standard K-4: The student will demonstrate an understanding of the way families live and work together today as well as in the past

FIRST GRADE

Foundations of Social Studies: Families

- Standard 1-1: The student will demonstrate an understanding of how families interact with their environment both locally and globally
- Standard 1-2: The student will demonstrate an understanding of how government functions and how government affects families
- Standard 1-4: The student will demonstrate an understanding of how individuals, families, and communities live and work together in America and around the world

SECOND GRADE

Foundations of Social Studies: Communities

- Standard 2-1: The student will demonstrate an understanding of the local community as well as the fact that geography influences not only the development of communities but also the interactions between people and the environment
- Standard 2-2: The student will demonstrate an understanding of the structure and function of local, state, and national government
- Standard 2-4: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States



THIRD GRADE

South Carolina Studies

- Standard 3-3 The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation
- Standard 3-4 The student will demonstrate an understanding of life in the antebellum period, the causes and effects of the Civil War, and the impact of Reconstruction in South Carolina
- Standard 3-5 The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth and the twentieth century

FOURTH GRADE

United States Studies to 1865

- Standard 4-2 The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans
- Standard 4-3 The student will demonstrate an understanding of the conflict between the American colonies and England
- Standard 4-4 The student will demonstrate an understanding of the beginnings of America as a nation and the establishment of the new government
- Standard 4-5 The student will demonstrate an understanding of westward expansion of the United States and its impact on the institution of slavery
- Standard 4-6 The student will demonstrate an understanding of the causes, the course, and the effects of the American Civil War

FIFTH GRADE

United States Studies: 1865 to the Present

- Standard 5-1 The student will demonstrate an understanding of Reconstruction and its impact on the United States
- Standard 5-3 The student will demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power
- Standard 5-4 The student will demonstrate an understanding of American economic challenges in the 1920s and 1930s and world conflict in the 1940s



EIGHTH GRADE

South Carolina: One of the United States

- Standard 8-2 The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation
- Standard 8-3 The student will demonstrate an understanding of South Carolina's role in the development of the new national government
- Standard 8-4 The student will demonstrate an understanding of the multiple events that led to the Civil War
- Standard 8-5 The student will understand the impact of Reconstruction, industrialization, and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries
- Standard 8-6 The student will demonstrate an understanding of the role of South Carolina in the nation in the early twentieth century
- Standard 8-7 The student will demonstrate an understanding of the impact on South Carolina of significant events of the late twentieth and early twenty-first centuries

HIGH SCHOOL

United States History and the Constitution

- Standard USHC-1 The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States
- Standard USHC-2 The student will demonstrate an understanding of how economic developments and the westward movement impacted regional differences and democracy in the early nineteenth century
- Standard USHC-3 The student will demonstrate an understanding of how regional and ideological differences led to the Civil War and an understanding of the impact of the Civil War and Reconstruction on democracy in America
- Standard USHC-6 The student will demonstrate an understanding of the conflict between traditionalism and progressivism in the 1920s and the economic collapse and the political response to the economic crisis in the 1930s
- Standard USHC-8 The student will demonstrate an understanding of social, economic and political issues in contemporary America



South Carolina Language Arts Standards Inquiry-Based Literary Standards

KINDERGARTEN

- Standard 1-1: Engage in opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest
- Standard 3-1: With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers
- Standard 4-1: With guidance and support, discover relationship and patterns during the inquiry process
- Standard 5-1: With guidance and support, recognize the value of individual and collective thinking

FIRST GRADE

- Standard 1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations
- Standard 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers
- Standard 4.1 Draw conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1 Recognize the value of individual and collective thinking
- Standard 5.3 Articulate the thinking process

SECOND GRADE

- Standard 1.1 Ask self-generated questions that lead to group conversations, explorations, and investigations
- Standard 3.1 Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers
- Standard 4.1 Interpret relationships and patterns discovered during the inquiry process
- Standard 5.1 Acknowledge and value individual and collective thinking
- Standard 5.2 Articulate the process of learning and seek appropriate help



THIRD GRADE

- Standard 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Standard 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1 Acknowledge and value individual and collective thinking

FOURTH GRADE

- Standard 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Standard 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1 Acknowledge and value individual and collective thinking

FIFTH GRADE

- Standard 1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Standard 2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views
- Standard 4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process
- Standard 5.1 Acknowledge and value individual and collective thinking

SIXTH GRADE

- Standard 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry
- Standard 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views
- Standard 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process



SEVENTH GRADE

- Standard 1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding
- Standard 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry
- Standard 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views
- Standard 5.1 Acknowledge and value individual and collective thinking; use feedback from peers and adults to guide the inquiry process

EIGHTH GRADE

- Standard 1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding
- Standard 2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry
- Standard 4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views

HIGH SCHOOL ENGLISH 1

- Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding
- Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions
- Standard 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions
- Standard 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process



HIGH SCHOOL ENGLISH 2

- Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding
- Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions
- Standard 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions
- Standard 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process

HIGH SCHOOL ENGLISH 3

- Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding
- Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions
- Standard 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions
- Standard 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process

HIGH SCHOOL ENGLISH 4

- Standard 1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding
- Standard 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives
- Standard 3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions
- Standard 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions



Standard 5.1

Acknowledge and consider individual and collective thinking;
use feedback to guide the inquiry process



South Carolina Mathematics Standards

KINDERGARTEN

- Standard K.G.1 Describe positions of objects by appropriately using terms, including below, above, beside, between, inside, outside, in front of, or behind
- Standard K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes and three-dimensional shapes
- Standard K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language
- Standard K.MDA.2 Compare objects using words such as shorter/longer, shorter/taller and lighter/heavier

FIRST GRADE

- Standard 1.G.2 Combine two-dimensional shapes or three-dimensional shapes in more than one way to form a composite shape
- Standard 1.G.4 Identify and name two-dimensional shapes

SECOND GRADE

- Standard 2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases

THIRD GRADE

- Standard 3.NSF.1 Develop an understanding of fractions as numbers

FOURTH GRADE

- Standard 4.ATO.2 Solve real-world problems using multiplication and division
- Standard 4.G.1 Draw points, lines, line segments, rays, angles, and parallel and perpendicular lines. Identify these in two-dimensional figures



FIFTH GRADE

- Standard 5.NSF.7 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations
- Standard 5.NSF.8 Solve real-world problems involving division of unit fractions and whole numbers, using visual fraction models and equations

SIXTH GRADE

- Standard 6.RP.1 Interpret the concept of a ratio as the relationship between two quantities, including part to part and part to whole
- Standard 6.RP.3 Apply the concepts of ratios and rates to solve real-world and mathematical problems

SEVENTH GRADE

- Standard 7.RP.2 Identify and model proportional relationships given multiple representations, including real-world situations
- Standard 7.RP.3 Solve real-world and mathematical problems involving ratios and percentages using proportional reasoning
- Standard 7.GM.1 Determine the scale factor and translate between scale models and actual measurements of real-world objects and geometric figures using proportional reasoning
- Standard 7.GM.6 Apply the concepts of two- and three-dimensional figures to real-world and mathematical situations

EIGHTH GRADE

- Standard 8.GM.1 Investigate the properties of rigid transformations (rotations, reflections, translations) using a variety of tools



South Carolina Science and Engineering Practices

KINDERGARTEN

- Standard K.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- Standard K.P.4 The student will demonstrate an understanding of the observable properties of matter.

FIRST GRADE

- Standard 1.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

SECOND GRADE

- Standard 2.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

THIRD GRADE

- Standard 3.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

FOURTH GRADE

- Standard 4.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content
- Standard 4.S.1B Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology
- Standard 4.E.2 The student will demonstrate an understanding of the water cycle and weather and climate patterns
- Standard 4.P.4 The student will demonstrate an understanding of the properties of light and sound as forms of energy



FIFTH GRADE

- Standard 5.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content
- Standard 5.S.1B Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology
- Standard 5.P.2 The student will demonstrate an understanding of the physical properties of matter and mixtures
- Standard 5.E.3 The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans

SIXTH GRADE

- Standard 6.S.1 The students will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content
- Standard 6.S.1B Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology

SEVENTH GRADE

- Standard 7.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content
- Standard 7.S.1B Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology

EIGHTH GRADE

- Standard 8.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content
- Standard 8.S.1B Technology is any modification to the natural world created to fulfill the wants and needs of humans. The engineering design



process involves a series of iterative steps used to solve a problem and often leads to the development of a new or improved technology