



## Face Time K–12<sup>th</sup> Grades

Get some quality face time and meet the many people who “live” at the Gibbes Museum of Art. This interactive tour, featuring gallery discussions and hands-on activities, takes students through the museum to explore the characteristics and language of portraiture. The portrait is not only an important element in the arts, but it plays a key role in history as well as cultural and individual identity.

### South Carolina College- and Career-Ready Standards for Visual Arts Proficiency (updated 2020)

**Artistic Processes: Responding** I can evaluate and communicate about the meaning in my artwork and the artwork of others.

**Anchor Standard 5:** I can interpret and evaluate the meaning of an artwork.

**Artistic Processes: Connecting** I can relate artistic ideas and work with personal meaning and external context.

**Anchor Standard 6:** I can identify and examine the role of visual arts through history and world cultures.



## South Carolina Social Studies College- and Career-Ready Standards (updated 2020)

### KINDERGARTEN

#### The Community Around Us

- Standard K.1** Utilize the college and career skills of a historian to study continuity and change over time for one’s personal history and one’s community.
- Standard K.3** Utilize the college and career skills of an economist to understand how economic decisions affect one’s personal community.
- Standard K.4** Utilize the college and career skills of a political scientist to understand and display civic dispositions in one’s personal community.

### FIRST GRADE

#### Life in South Carolina

- Standard 1.1** Utilize the college and career skills of a historian to study continuity and change over time in South Carolina.

### SECOND GRADE

#### Life in the United States

- Standard 2.1** Utilize the college and career skills of a historian to study the continuity and changes over time in the United States.
- Standard 2.4** Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems.

### FOURTH GRADE

#### United States Studies & South Carolina Studies Part I

- Standard 4.1** Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730.
- Standard 4.2** Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730–1800.
- Standard 4.3** Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850.



- Standard 4.4** Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870.
- Standard 4.5** Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860–1880.

## **FIFTH GRADE**

### **United States Studies & South Carolina Studies Part II**

- Standard 5.1** Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910.
- Standard 5.2** Demonstrate an understanding of how international events and conditions during the early 20<sup>th</sup> century (i.e., 1910–1940) affected the United States and South Carolina.
- Standard 5.4** Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980.

## **EIGHTH GRADE**

### **South Carolina and the United States**

- Standard 8.1** Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500–1756
- Standard 8.2** Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757–1815.
- Standard 8.3** Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.
- Standard 8.4** Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.
- Standard 8.5** Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.



## HIGH SCHOOL

### United States History and the Constitution

- Standard USHC.1** Demonstrate an understanding of the influence of the Atlantic World on the regional and national development of republicanism and federalism from 1607–1815.
- Standard USHC.2** Demonstrate an understanding of the relationship between economic and continental expansion and the evolving disagreements over natural rights and federalism from 1803–1877.
- Standard USHC.3** Demonstrate an understanding of how innovation and industrialization impacted demographic change, reform movements, and American identity from 1862–1924.
- Standard USHC.4** Demonstrate an understanding of how the American identity both at home and abroad was affected by imperialism, world conflict, and economic boom and bust in the period 1893–1945.
- 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

## SEVETH 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