

Student House Tour 2005 Standards

Synopsis of Program

This program offers students grades 1 through 12 an opportunity to develop an architectural vocabulary and to understand key architectural concepts and the importance of preservation. In addition the student will learn about plantation life and slavery.

CORRELATION WITH SOUTH CAROLINA STANDARDS

SOCIAL STUDIES

Grade 1

Standard 1-1: The student will demonstrate an understanding of how individuals, families, and communities live and work together here and around the world.

Indicator 1-1.1: Summarize the characteristics that contribute to personal identity, including physical growth, the development of individual interests, and family changes over time.

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

Indicator 1-2.2: Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment.

Standard 1-4: The student will demonstrate an understanding of the foundations and principles of American Democracy.

Indicator 1-4.3: Recall the contributions made by historic and political figures to democracy in the United States, including George Washington, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Martin Luther King Jr., and Rosa Parks (& William Henry Drayton).

Standard 1-6: The student will demonstrate an understanding of how and why people make economic choices and the importance of those choices for families.

Indicator 1-6.1: Explain the concept of scarcity and the way it forces individuals and families to make choices about which goods and services to obtain.

Indicator 1-6.2: Explain methods for obtaining goods and services, including buying with money and bartering.

Indicator 1-6.3: Identify ways that families and communities cooperate and compromise in order to meet their needs and wants.

Indicator 1-6.4: Identify ways that families and communities cooperate and compromise in order to meet their needs and wants.

Grade 2

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

Indicator 2-1.1: Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities.

Indicator 2-1.2: Compare the historic traditions, customs, and cultures of various regions in the United States, including how traditions are passed between and among generations.

Indicator 2-1.3: Summarize the cultural contributions of Native American nations, African Americans, and immigrant groups in different regions of the United States.

Grade 3

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Indicator 3-1.4: Explain the effects of human systems on the physical landscape of South Carolina...

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

Indicator 3-2.6: Summarize the contributions of early settlers in South Carolina, including the English from Barbados...

Indicator 3-2.7: Explain the transfer of the institution of slavery into South Carolina...including the role of African Americans in the developing plantation economy...

Indicator 3-2.7: Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as Gullah culture and the introduction of new foods, and African American acts of resistance against white authority.

Grade 4

Standard 4-2: The student will demonstrate an understanding of the settlement of North America by Native Americans, Europeans, and African Americans and the interactions among these peoples.

4-2.6 Explain the impact of ...and slavery on life in the New World and the contributions of African slaves to the development of the American colonies, including farming techniques, cooking styles, and languages.

Grade 8

Standard 8-1: The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans and Africans.

Indicator 8-1.6: Explain how South Carolinians used natural, human ...to gain economic prosperity...rice planting

Table 1: The Knowledge Dimension

A. Factual Knowledge

Aa. Terminology: balustrade, bonds- English, Flemish, capitals - Doric, Ionic, Corinthian, diaper pattern, hall, nailer, pediment, portico, sham

Ab. Specific details

Drayton Hall is old, a survivor and is preserved.

Drayton Hall was a plantation.

South Carolina was a colony of England.

Students will learn characteristics of Georgian-Palladian architecture.

Students will learn about building materials.

Students will learn that the river was the main route of travel.

Students will learn that the main crops in the 18th century in South Carolina were rice and indigo.

ENGLISH LANGUAGE ARTS

Grade 3

Standard 3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

3-C1.3 Demonstrate the ability to respond in complete sentences.

3-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Standard 3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.

3-C2.5 Demonstrate the ability to listen for main ideas.

Standard 3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

3-C3.5 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 4

Standard 4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

4-C1.4 Demonstrate the ability to participate and contribute to conversations and discussions by responding appropriately.

Standard 4-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

4-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 5

Standard 5-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.

Standard 5-C2 the student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

Standard 5-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

5-C3.3 Demonstrate the ability to summarize information that he or she receives from nonprint sources.

5-C3.8 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 6

Standard 6-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

6-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

Standard 6-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

6-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

6-C2.6 Begin using critical analysis to formulate appropriate oral responses.

Standard 6-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

6-C3.9 Demonstrate the ability to evaluate the ways that different nonprint sources influence and inform.

6-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 7

Standard 7-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

7-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

7.C1.17 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

7-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

7-C2.6 Continue using critical analysis to formulate appropriate oral responses.

Standard 7-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

7-C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grade 8

Standard 8C-1. The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8C-1.3 Demonstrate the ability to participate in conversations and discussions by responding appropriately.

8C1.15 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8C2 The Student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

8C2.1 Demonstrate the ability to listen for meaning n conversations and discussions.

8C2.6 Demonstrate the ability to use critical analysis to formulate appropriate oral responses.

Standard 8C3 The student will comprehend and analyze information he or she receives from nonprint sources.

8.C3.11 Demonstrate the ability to make connections between material from nonprint sources and his or her prior knowledge, other sources, and the world.

Grades 9-12

English 1

Standard E1-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E1-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

E1-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 2

Standard E2-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E2-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches, and debates.

Standard E2-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E2-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 3

Standard E3-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E3-C1. Demonstrate the ability to participate and respond appropriately in conversations, discussions, speeches and debates.

Standard E3-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E3-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

English 4

Standard E4-C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

E4-C1.7 Demonstrate the ability to participate and respond appropriately in conversations, discussions...

Standard E4-C3 The student will comprehend and analyze information he or she receives from nonprint sources.

E4-C3.8 Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.

MATHEMATICS

Grade 3

Geometry

Standard I. Analyze characteristics and properties of two- and three- dimensional geometric shapes and develop mathematical arguments about geometric relationships.

A. Expectation: Identify, compare and analyze attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes.

1. Using appropriate vocabulary identify and describe attributes of polygons including triangles, quadrilaterals (rectangles, squares)...

C. Expectation: Investigate, describe, reason about the results of subdividing, combining and transforming shapes

1. Combine 2 dimensional shapes to form new shapes and draw conclusions about the area...

Standard III. Apply transformations and use symmetry to analyze mathematical situations.

C. Expectation

1. Identify and describe the line symmetry of two-dimensional shapes

Standard IV. Use visualization, spatial reasoning, and geometric modeling to solve problems

B. Expectation Create and describe mental images of objects, patterns and paths.

1. Identify two-dimensional shapes given a verbal description

Measurement

Standard I. Understand measurable attributes of objects and the units, systems and processes of measurement

B. Expectation: Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.

2. Use... U. S. customary units to measure length

Data Analysis and Probability

Standard I. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.

B. Expectation Collect data using observations, surveys, and experiments.

1. Collect data using observations.