

South Carolina State Education Standards as Addressed in
Where Nature and Culture Intersect
Updated August 2007

Science

Grade 3

- 3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.
- 3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
- 3-2.5 Summarize the organization of simple food chains.
- 3-3.5 Illustrate Earth's saltwater and freshwater features.
- 3-3.8 Illustrate changes in Earth's surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruption, floods, and earthquakes).

Grade 4

- 4-2.2 Explain how the characteristics of distinct environments (including swamps, rivers and streams) influence the variety of organisms in each.
- 4-2.5 Explain how an organism's patterns of behavior are related to its environment (including the kinds and the number of other organisms present, the availability of food and other resources, and the physical characteristics of the environment).
- 4-2.6 Explain how organisms cause change in their environment.
- 4-4.4 Summarize the conditions and effects of severe weather phenomena including thunder storms, hurricanes, and tornadoes.

Grade 5

- 5-1.6 Evaluate results of an investigation to formulate a valid conclusion based on evidence and communicate the finding of the evaluation in oral or written form.
- 5-2.3 Compare the characteristics of different ecosystems (including estuaries/salt marshes, oceans, lakes and ponds, forests, and grasslands).
- 5-2.4 Identify the roles of organisms as they interact and depend on one another through food chains and food webs in an ecosystem.
- 5-2.5 Explain how limiting factors (including food, water, space, and shelter) affect populations in ecosystems.
- 5-3.1 Explain how natural processes (including weathering, erosion, deposition, landslides, volcanic eruption, earthquakes, and floods) affect Earth's oceans and land in constructive and destructive ways.
- 5-3.6 Explain how human activity (including conservation efforts and pollution) has affected the land and the oceans of Earth.

Grade 7

- 7-4.3 Explain the interaction among changes in the environment due to natural hazards (including landslides, wildfires, and floods), changes in populations, and limiting factors (including climate and the availability of food and water, space, and shelter).

High School

Biology

B-1.1 Generate hypotheses based on credible, accurate, and relevant sources of scientific information.

Earth Science

ES-4.7 Summarize the evidence for the likely impact of human activities on the atmosphere (including ozone holes, greenhouse gases, acid rain, and photochemical smog).

ES-5.6 Summarize the advantages and disadvantages of devices used to control and prevent coastal erosion and flooding.

ES-5.8 Analyze environments to determine possible sources of water pollution (including industrial waste, agriculture, domestic waste, and transportation devices).

Social Studies

Grade 3

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

3-2.5 Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans.

3-2.7 Summarize the role of African Americans in the developing plantation economy, and the daily lives of African-American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods.

Grade 4

4-1 The student will demonstrate an understanding of the exploration of the New World.

4-1.4 Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows and chickens to the Americas; ... and the effect of such diseases as diphtheria, measles, smallpox and malaria on Native Americans.

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 indentured servitude 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.

4-2.7 Explain how conflicts and cooperation among the Native Americans, Europeans, and Africans influenced colonial events, including the French and Indian Wars, slave revolts, Native-American wars, and trade.

Grade 5

5-1. The student will demonstrate an understanding of Reconstruction and its impact on racial relations in the United States.

5-1.4 Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the

plantation system to sharecropping.

5-6.2 Explain how humans change the physical environment of regions and the consequences of such changes, including use of natural resources.

Grade 7

7-1 The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the 17th and 18th centuries.

7-7.3 Explain global influences on the environment, including the effects of an increase in population, the growth of cities, and efforts by citizens and governments to protect the natural environment.

7-7.7 Summarize the dangers to the natural environment that are posed by population growth, urbanization and industrialization.

Grade 8

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

8-1.1 Summarize the culture, political systems, and daily life of the Native Americans of the Eastern Woodlands, including their methods of hunting and farming, their use of natural resources and geographic features, and their relationships with other nations.

8-1.2 Categorize events according to the ways they improved or worsened relations between Native Americans and European settlers, including alliances and land agreements between the English and the Catawba, Cherokee, and Yemassee; deerskin trading; the Yemassee War; and the Cherokee War.

8-1.4 Explain the growth of the African-American population during the colonial period and the significance of African Americans in the developing culture (e.g., Gullah) and economy of South Carolina, including the origins of African-American slaves, the growth of the slave trade, the impact of population imbalance between African and European American...

High School

Advanced Placement Human Geography

Concepts: possibilism, environmental determinism, formal and vernacular regions, culture, cultural ecology, urban sprawl, migration, push factors, pull factors, use of resources, acculturation

Key Terms: plantation, sawah, chaff, threshed, winnowed, hull, mental map, primary sector jobs, pollution, animate power, recycling

Mathematics

Grade 3

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

C.1 Identify and describe the line symmetry.

Grade 5

Standard II. Understand meanings of operations and how they relate to one another.

A.1 Solve problems using multiplication and division.

C.1 Use estimation as a tool...

C.2 Apply a variety of computational estimation strategies to solve problems involving whole numbers.

E.4 Add and subtract decimals.

F.1 Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.