



CHILDREN'S MUSEUM OF SOUTH CAROLINA
EDUCATIONAL PROGRAMS CORRELATIONS FOR
MUSEUM EXHIBITS TO SOUTH CAROLINA STATE STANDARDS:

Putter Power

Standard 5-5

The student will demonstrate an understanding of the nature of force and motion.
(Physical Science)

Indicator

5-5.4

Explain ways to change the effect that friction has on the motion of objects (including changing the texture of the surfaces, changing the amount of surface area involved, and adding lubrication).

Discover South Carolina

Standard 3-2

The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats.
(Life Science)

Indicators

3-3.2

Recall the characteristics of an organism's habitat that allow the organism to survive there.

3-2.5

Summarize the organization of simple food chains (including the roles of producers, consumers, and decomposers)

Standard 5-2

The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems. (Life Science)

Indicator

5-2.2

Summarize the composition of an ecosystem, considering both biotic factors (including populations to the level of microorganisms and communities) and abiotic factors.

It's Electric

Standard 2-5

The student will demonstrate an understanding of force and motion by applying the properties of magnetism. (Physical Science)

Indicators

2-5.1

Use magnets to make an object move without being touched.

2-5.2

Explain how the poles of magnets affect each other (that is, they attract and repel one another).

2-5.3

Compare and effect of magnets on various materials.

2-5.4

Identify everyday uses of magnets.

Standard 4-5

The student will demonstrate and understanding of the properties of light and electricity. (Physical Science)

Indicators

4-5.5

Explain how electricity, as a form of energy, can be transformed into other forms of energy (including light, heat, and sound).

4-5.6

Summarize the functions of the components of complete circuits (including wire, switch, battery and light bulb).

4-5.7

Illustrate the path of electric current in series and parallel circuits.

4-5.8

Classify materials as either conductors or insulators of electricity.

4-5.9

Summarize the properties of magnets and electromagnets (including polarity, attraction/repulsion, and strength)

Standard 5-5

The student will demonstrate an understanding of the nature of force and motion. (Physical Science)

Indicators

5-5.2

Summarize the motion of an object in terms of position, direction, and speed.

5-5.3

Explain how unbalanced forces affect the rate and direction of motion in objects.

5-5.5

Use a graph to illustrate the motion of an object.

5-5.6

Explain how a change of force or a change in mass affects the motion of an object.

Space Place

Standard 1-3

The student will demonstrate an understanding of the features of the sky and the patterns of the Sun and the Moon. (Earth Science)

Indicator

1-3.4

Illustrate changes in the Moon's appearance (including patterns over time).

Standard 4-3

The student will demonstrate an understanding of the properties, movements, and locations of objects in the solar system. (Earth Science)

Indicators

4-3.1

Recall that Earth is one of many planets in the solar system that orbit the Sun.

4-3.6

Illustrate the phases of the Moon and the Moon's effect on ocean tides.

Lite Brite

Standard 4-5

The student will demonstrate and understanding of the properties of light and electricity. (Physical Science)

Indicators

4-5.1

Summarize the basic properties of light (including brightness and colors).

4-5.2

Illustrate the fact that light, as a form of energy is made up of many different colors.

4-5.3

Summarize how that light travels and explain what happens when it strikes an object (including reflection, refraction and absorption).

Reading Rocks

Standard 1-4

The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

Indicator

1-4.1

Recognize the composition of Earth (including rocks, sand, soil, and water).

Standard 3-3

The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)

Indicators

3-3.1

Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.

3-3.2

Identify common minerals on the basis of their properties by using a minerals identification key.

SC Fossil Hunt

Standard 3-3

The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)

Indicator

3-3.3

Recognize types of fossils (including molds, casts, and preserved parts of plants and animals).

USS Kids-A-Float

Standard K-5

The student will demonstrate the understanding that objects can be described by their observable properties. (Physical Science)

Indicator

K-5.1

Classify objects by observable properties (including size, color, shape, magnetic attraction, heaviness, texture, and the ability to float in water).

Mr. Duck's Adventure (coming soon)

Standard 5-4

The student will demonstrate an understanding of properties of matter. (Physical Science)

Indicator

5-4.8

Explain how the mixing and dissolving of foreign substances is related to the pollution of the water, air, and soil.

Standard 4-4

The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Indicator

4-4.1

Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).

Diamond Del's Gem Mining

Standard 1-4

The student will demonstrate an understanding of the properties of Earth materials. (Earth Science)

Indicator

1-4.1

Recognize the composition of Earth (including rocks, sand, soil, and water).

Standard 3-3

The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface. (Earth Science)

Diamond Del's Gem Mining continued...

Indicators

3-3.1

Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.

3-3.2

Identify common minerals on the basis of their properties by using a minerals identification key.

Jump for the Sun Classroom & Discovery Lab

Standard K-2

The student will demonstrate an understanding of the characteristics of organisms. (Life Science)

Indicator

K-2.3

Match parents with their offspring to show that plants and animals closely resemble their parents.

K-2.5

Recognize that all organisms go through stages of growth and change called life cycles.

Standard K-4

The student will demonstrate an understanding of seasonal weather changes. (Earth Science)

Indicator

K-4.1

Identify weather changes that occur from day to day.

K-4.2

Compare the weather patterns that occur from season to season.

Standard 1-2

The student will demonstrate an understanding of the special characteristics and needs of plants that allow them to survive in their own distinct environments. (Life Science)

Indicator

1-2.2

Illustrate the major structures of plants (including stems, roots, leaves, flowers, fruits, and seeds).

Standard 2-2

The student will demonstrate an understanding of the needs and characteristics of animals as they interact in their own distinct environments. (Life Science)

Indicator

2-2.5

Illustrate the various life cycles of animals (including birth and the stages of development).

Standard 2-3

The student will demonstrate an understanding of daily and seasonal weather conditions. (Earth Science)

Jump for the Sun Classroom & Discovery Lab continued...

Indicators

2-3.2

Recall weather terminology (including temperature, wind direction, wind speed, and precipitation as rain, snow, sleet, and hail).

2-3.3

Illustrate the weather conditions of different seasons.

2-3.4

Carry out procedures to measure and record daily weather conditions (including temperature, precipitation amounts, wind speed as measured on the Beaufort Scale, and wind direction as measured with a windsock or wind vane).

2-3.5

Use pictorial weather symbols to record observable sky conditions.

2-3.6

Identify safety precautions that one should take during severe weather conditions.

Standard 4-4

The student will demonstrate an understanding of weather patterns and phenomena. (Earth Science)

Indicators

4-4.2

Classify clouds according to their three basic types (cumulus, cirrus, and stratus) and summarize how clouds form.

4-4.3

Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.

4-4.4

Summarize the conditions and effects of severe weather phenomena (including thunderstorms, hurricanes, and tornadoes) and related safety concerns.

4-4.5

Carry out the procedures for data collecting and measuring weather conditions (including wind speed and directions, precipitation, and temperature) by using appropriate tools and instruments.

4-4.6

Predict weather from data collected through observation and measurement.

Kidz Medical Center

Standard K-3

The student will demonstrate an understanding of the distinct structures of human body and the different functions they serve. (Life Science)

Indicators

K-3.1

Identify the distinct structures in the human body that are for walking, holding, touching, seeing smelling, hearing talking, and tasting.

K-3.2

Identify the functions of the sensory organs (including the eyes, nose, ears, tongue, and skin).

Habitat Habit

Standard K-2

The student will demonstrate an understanding of the characteristics of organisms. (Life Science)

Indicator

K-2.1

Recognize what organisms need to stay alive (including air, water, food, and shelter).

Standard 3-2

The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats. (Life Science)

Indicator

3-2.3

Recall the characteristics of an organism's habitat that allow the organism to survive there.

Parts of an Ear—Sound

Standard 1-5

The student will demonstrate an understanding of the positions and motions of objects.

Indicator

1-5.3

Illustrate the fact that sound is produced by vibrating objects.

Standard 3-5

The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object. (Physical Science)

Indicators

3-5.5

Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.

3-5.6

Compare the pitch and volume of different sounds.

3-5.7

Recognize ways to change the volume of sounds.

3-5.8

Explain how the vibration of an object affects pitch.