

# FACE OFF Grades 9-12

North Carolina **Visual Arts** Essential Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

**V** - Visual Literacy, **CX** – Contextual Relevancy, **CR** – Critical Response

9-12 Beginning, Intermediate, Proficient and Advanced Visual Arts

- V.1 Use the language of visual arts to communicate effectively.
- V.2 Apply creative and critical thinking skills to artistic expression.
- CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- CX.2 Understand the interdisciplinary connections and life applications of the visual arts.
- CR.1 Use critical analysis to generate responses to a variety of prompts

# North Carolina English Language Arts Essential Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

**R** - Reading, **W** – Writing, **SL** – Speaking and Listening, **L**– Language

## 9-12 Reading, Writing, Speaking and Listening, and Language

- R.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone.
- R.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- S.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- S.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- S.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- S.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.
- L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.5 Demonstrate understanding of figurative language and nuances in word meanings.
- L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# North Carolina **Social Studies** Essential Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

**H** - History, **G** – Geography, **E** – Economics, **C&G** – Civics and Gov., **B** – Behavioral Science

## 9-12 American History, Civic Literacy, World History

AH.E.1.3	Explain the causes of economic expansion and retraction and the impacts on the American people
AH.E.1.4	Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same benefits
WH.E.1.2	Explain the influence of economic interdependence on the development, interactions, and transformation of empires, societies, nations, and regions, now and in the past
WH.E.1.4	Explain how economic policies have challenged international interdependence and national and tribal sovereignty in various regions around the world
AH.C&G.1.1	Explain how various views on freedom and equality contributed to the development of American political thought and system of government
AH.C&G.1.3	Explain how various individuals and groups strategized, organized, advocated, and protested to expand or restrict freedom and equality
AH.C&G.1.3	Explain how various individuals and groups strategized, organized, advocated, and protested to expand or restrict freedom and equality
CL.C&G.1.1	Explain the influence of the founding principles on state and federal decisions using primary and secondary source documents
CL.C&G.1.2	Critique the consistency with which federal policies, state policies, and Supreme Court decisions have upheld the founding principles
WH.C&G.1.3	Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society
WH.C&G.1.4	Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past