

# CURIOUS CONNECTIONS Grades K-8

## 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

K-8 Visual Arts

- V.1 Use the language of visual arts to communicate effectively.
- V.2 Apply creative and critical thinking skills to artistic expression.
- V.3 Create art using a variety of tools, media, and processes, safely and appropriately.
- 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 ELA Essential Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

**RL/RI** – Reading for Literature and Information, **RF** – Reading for Foundational Skills, **W** – Writing, **SL** – Speaking and Listening, **L** - Language

K-8 ELA

- RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.3 Describe characters, settings, and major events in a story, using key details.
- RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- RL.9 Compare and contrast the adventures and experiences of characters in stories
- RF.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.5 Read with sufficient accuracy and fluency to support comprehension.
- W.6 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1 Participate in collaborative conversations with diverse partners about grade topics and texts with peers and adults in small and larger groups.
- SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.4 Produce complete sentences to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency
- L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases
- L.6 Use words and phrases learned through conversations, reading, and being read to, including common conjunctions.

# 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

## K-8 History, Geography, Economics, Civics and Gov. and Behavioral Science

K.H.1.1	Exemplify ways in which people change over time
K.H.1.2	Explain how various events have shaped history
K.H.1.3	Compare life in the past to life today within the home, community, and around the world
1.H.1.1	Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various communities and communities around the world over time
2.H.1.2	Explain ways in which various historical events have shaped American history
4.H.1.1	Explain the ways in which minorities, indigenous groups, and marginalized people have contributed to change and innovation
6.H.1.1	Explain the role various events, people, and groups played in the rise, fall, and transformation of societies in Africa, Asia, Europe, and the Americas
6.H.1.2	Explain the enduring impact of the achievements of ancient civilizations in Africa, Asia, Europe, and the Americas in terms of the relevance of present-day society
7.H.1.2	Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues
7.H.1.3	Compare individual and societal responses to globalization in various regions and societies
7.H.1.5	Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history
K.G.1.3	Identify locations in the classroom, community and around the world with positional words
K.G.2.1	Explain ways people around the world use natural resources
K.G.2.2	Explain how the environment influences people to move from place to place
6.G.1.1	Compare how human and physical characteristics impacted migration and settlement in various regions in Africa, Asia, Europe, and the Americas

- 6.G.1.4 Explain how societies in Africa, Asia, Europe, and the Americas modified and adapted to the environment based on topography, climate, bodies of water, and natural resources
- 7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world
- 6.E.1.2 Explain the economic reasons for the rise and fall of powerful civilizations, empires, and classical societies in Africa, Asia, Europe, and the Americas
- K.C&G.1.1 Explain why people follow rules in the classroom, school, and community
- K.C&G.1.2 Exemplify ways people follow rules in the classroom, school, and community
- K.C&G.1.3 Identify the consequences of following or not following rules in the classroom, school, and community
- 2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America
- 2.C&G.1.4 Explain how various indigenous, religious, gender, and racial groups advocate for freedom and equality
- 6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe, and the Americas
- K.B.1.1 Identify cultural practices in local communities and around the world
- K.B.1.2 Compare cultural practices of people in local communities and around the world
- K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities
- 1.B.1.3 Explain how the artistic expressions of diverse people and cultures contribute to communities around the world
- 1.B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world
- 6.B.1.2 Explain how artistic expressions reflect the values of civilizations in Africa, Asia, Europe, and the Americas
- 7.B.1.1 Compare major elements of culture in various modern societies around the world
- 7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide

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

Note on Numbering/Strands:

**CC** – Comprehension and Collaboration, **PKI** – Presentation of Knowledge and Idea

## K-8 Speaking and Listening (SL)

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| CC.SL.1  | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| CC.SL.2  | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| CC.SL.3  | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| PKI.SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| PKI.SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |