

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

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| 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. |