

ENDURING LEGACY 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:

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

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

Grades 9-10

- RL.6 Analyze a particular perspective or cultural experience related in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.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.
- RL.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.

Grades 11-12

- RL.4 Determine the meaning of words and phrases as they are used in text; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging.
- RL.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
- RL.9 Analyze foundational U.S. and/ or British documents of historical and literary significance for their themes, purposes, and rhetorical features.

Grades 9-12

- SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.
- SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- 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 9–12 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:

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

9-12 American History, Civic Literacy, World History

WH.B.1.1	Explain how art, literature, philosophical thought and ideas, and religion have shaped societies and institutions, now and in the past.
AH.B.1.2	Critique multiple perspectives of American identity in terms of opportunity, prosperity and crisis.
AH.B.1.3	Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion and exclusion.
CL.B.1.3	Explain how the values and beliefs regarding freedom, equality and justice have helped transform the American system of government.
AH.B.1.6	Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in terms of struggle against bias, racism, oppression and discrimination.
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
WH.C&G.1.2	Identify ways in which leaders and political systems have used power to maintain or change 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
AH.C&G.1.4	Explain how racism, oppression and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America.
CL.C&G.4.3	Exemplify how the constitutions of the United States and North Carolina have been interpreted and applied since ratification.

CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality and justice for all.

CL.C&G.4.6 Critique the extent in which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government.

WH.G.1.1 Explain the reasons for immigration, forced migration, slavery and settlement and the effects on empires, societies, and indigenous populations around the world, now and in the past.

WH.G.2.2 Explain the positive and negative impacts of technological innovation, humans and the environment.

CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time including women, tribal, racial, religious, identity and ability.

CL.H.1.6 Exemplify how individuals have demonstrated resistance and resilience to inequalities, injustice and discrimination within the American system of government over time.

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

North Carolina **Science** Essential Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

1- Earth's Place in the Universe, 2, 3, 4- Earth's Systems, 5 & 6- Earth & Human Activity

9-12 Earth & Environmental Science

ESS.EES.4.4	Construct an explanation to predict how potential future changes in abiotic factors could impact biodiversity and species distribution.
ESS.EES.4.5	Obtain, evaluate and communicate information to explain how biodiversity impacts ecosystems resilience.
ESS.EES.5.3	Construct an argument to evaluate the ways that human activities influence atmospheric composition.
ESS.EES.5.6	Construct an argument to evaluate a range of solutions to mitigate impacts of human activities on Earth's ecosystems.
ESS.EES.6.2	Construct an argument to infer how some natural hazards (such as flooding and wildfires) are increasing in frequency and intensity due to human activities.
ESS.EES.6.3	Construct an argument to explain how natural hazards and other environmental problems may impact some human populations more than others.

North Carolina Career and Technical Education Standards Aligned to Tours at the Nasher

Note on Numbering/Strands:

AA- Animal Science, AN- Natural Resources, AP- Horticulture, AS- Agricultural Mechanics,
AU- Agriscience Applications

9-12 Agriscience & Agriscience Applications

- NCCTE.AU10.01.01 Understand the history, opportunities and structure of organizations related to the agriscience industry.
- NCCTE.AU10.02.02 Compare the current and future issues in global agriculture.
- NCCTE.AU10.05.03 Understand basic environmental principles and practices.
- NCCTE.2020.AU21.01.02 Compare the social, economic, and environmental context out of which sustainable agriculture originated.

CASEL Core Competencies of Social and Emotional Learning Aligned to Tours at the Nasher

Note on Numbering/Strands:

Self Awareness, Self- Management, Social Awareness, Relationship Skills, and Responsible Decision Making

9-12 CASEL Core Competencies

Self Awareness

Recognizing one's emotions, thoughts and values. The ability to know your strengths and weaknesses and have self confidence.

Self- Management

To control one's emotions, thoughts and behaviors, manage stress and control impulses, and be self- motivated.

Social Awareness

The ability to relate and empathize with others including those with backgrounds different than yours. The ability to understand and operate within ethical norms.

Relationship Skills

The ability to create and maintain healthy relationships including with those from different backgrounds. To communicate, listen, cooperate and stand up to negative pressure. To work through conflict productively.

Responsible Decision Making

The ability to make constructive and healthy choices about personal behavior and social interactions. To be aware of and responsive to potential consequences.