

# THE RENEE & CHAIM GROSS FOUNDATION



## Connections to Educational Standards

### NEW YORK STATE

#### New York State Next Generation Learning Standards

##### English Language Arts/Reading Anchor Standards

- Standard 7: Integrate and evaluate content presented in diverse media and formats.

##### English Language Arts/Writing Anchor Standards

- Standard 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### English Language Arts/Speaking and Listening Anchor Standards

- Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively and build on those of others.
- Standard 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
- Standard 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

##### Mathematics Learning Standards/Geometry

- NY-PK.G Identify and describe shapes (squares, circles, triangles, and rectangles).
- NY-K.G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- NY-1/2/3.G Reason with shapes and their attributes.
- NY-4.G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

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- NY-4.G3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

## New York State K-12 Social Studies Framework

### Social Studies Practices: Vertical Articulation Grades K-4

#### **Gathering, Interpreting, and Using Evidence**

- Recognize different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
- Create understanding of the past by using and analyzing primary and secondary sources.

#### **Chronological Reasoning and Causation**

- Recognize and identify patterns of continuity and change in communities.

#### **Comparison and Contextualization**

- Describe a historical development in his/her community with specific details, including time and place.
- Describe historical developments in New York State with specific details, including time and place.

#### **Civic Participation**

- Identify the role of the individual in classroom, school, and local community participation.

## NEW JERSEY

### New Jersey Student Learning Standards - English Language Arts (NJSLS-ELA)

#### **Reading Domain Anchor Statements**

- (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

### **Speaking and Listening Anchor Statements**

- (PE) Participate Effectively: By the end of grade 12, 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.
- (PI) Present Information: By the end of grade 12, 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.

### **New Jersey Student Learning Standards - Social Studies**

#### **Civics, Government and Human Rights: Human and Civil Rights**

- By the end of grade 2: Individuals may be different, but all have the same basic human rights.
- By the end of grade 5: It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. \*Individuals have the right to be safe and not to be bullied or discriminated against.

#### **Geography, People, and the Environment: Human Population Patterns**

- By the end of grade 5: The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition.

#### **History, Culture, and Perspectives: Continuity and Change**

- By the end of grade 2: Understanding the past helps to make sense of the present.
- By the end of grade 5: Interactions of people and events throughout history have shaped the world we experience today.

#### **History, Culture, and Perspectives: Understanding Perspectives**

- By the end of grade 2: Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.
- By the end of grade 5: Historical records are shaped by the society that the creator lived in.

#### **History, Culture, and Perspectives: Historical Sourcing and Evidence**

- By the end of grade 2: The nature of history involves stories of the past preserved in a variety of sources.
- By the end of grade 5: Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

## New Jersey Learning Standards – Mathematics

### Domain: Geometry

- K: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres).
- 1,2,3: Reason with shapes and their attributes.

## CONNECTICUT

## Connecticut Core Standards – English Language Arts

### Reading Standards for Literature

- Cluster 3: Integration of Knowledge and Ideas
- Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Writing Standards

- Cluster 4: Range of Writing
- Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Standards

- Cluster 1: Comprehension and Collaboration
- Anchor Standard 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.
- Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## Common Core Standards for Mathematics

### Geometry

- K.G.1: Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, besides, in front of, behind, and next to.
- K.G.2: Correctly name shapes regardless of their orientations or overall size.
- K.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

- 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

## Connecticut Elementary and Secondary Social Studies Frameworks

### **Communicating Conclusions and Taking Informed Action**

- INQ K–2.15 Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
- INQ K–2.16 Identify ways to take action to help address local, regional, and global problems.
- INQ K–2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection.
- INQ K–2.7 Evaluate a source by distinguishing between facts and opinion.

### **History: Change, Continuity and Context**

- HIST K.1 Compare life in the past to life today.
- HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change.
- HIST 1.1 Compare life in the past to life in the present.
- HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.
- HIST 2.2 Compare life in the past to life today.
- HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.
- HIST 3.2 Compare life in specific historical time periods to life today.
- HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.
- HIST 5.2 Compare life in specific historical periods to life today.

### **Historical Sources and Evidence**

- HIST K.4 Identify different kinds of historical sources.
- HIST K.5 Explain how historical sources can be used to study the past.
- HIST K.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.
- HIST K.7 Generate questions about a particular historical source as it relates to a particular historical event or development.
- HIST 1.4 Identify different kinds of historical sources.
- HIST 1.5 Explain how historical sources can be used to study the past.

- HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.
- HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.
- HIST 3.6 Summarize how different kinds of historical sources are used to explain events in the past.
- HIST 3.7 Compare information provided by different historical sources about the past.
- HIST 3.8 Infer the intended audience and purpose of a historical source from information within the source itself.
- HIST 3.9 Generate questions about multiple historical sources and their relationships to particular historical events and developments.
- HIST 5.6 Compare information provided by different historical sources about the past.
- HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

### **Causation and Argumentation**

- HIST K.8 Generate possible reasons for an event or development in the past.
- HIST 1.8 Generate possible reasons for an event or development in the past.
- HIST 2.6 Identify different kinds of historical sources.
- HIST 2.7 Explain how historical sources can be used to study the past.
- HIST 2.8 Identify the maker, date, and place of origin for a historical source from information within the source itself.
- HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.
- HIST 2.10 Generate possible reasons for an event or development in the past.
- HIST 4.2 Explain probable causes and effects of events and developments.
- HIST 4.3 Use evidence to develop a claim about the past.
- HIST 5.9 Explain probable causes and effects of events and developments.
- HIST 5.10 Use evidence to develop a claim about the past.

### **Evaluating Sources and Using Evidence**

- INQ 3–5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

# NATIONAL STANDARDS

## National Council for the Social Studies

### **C3 Framework for Social Studies State Standards**

- D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
- D2.Geo.7.K-2. Explain why and how people, goods, and ideas move from place to place.
- D2.His.2.K-2. Compare life in the past to life today.
- D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present.
- D2.His.10.3-5. Compare information provided by different historical sources about the past.
- D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.
- D3.4.3-5. Use evidence to develop claims in response to compelling questions.
- D4.1.K-2. Construct an argument with reasons.

## National Visual Arts Standards

### **Responding: Understanding and evaluating how the arts convey meaning**

- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.

### **Connecting: Relating artistic ideas and work with personal meaning and external context**

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.