CCSD 798 Request for Approval of Student Travel

Educational Value/Nevada Standards Supported Examples

Elementary – Grades 4-6

Students will explore history through TITANIC: The Artifact Exhibition’s more than 350 artifacts recovered from the *Titanic* wreck site, in alignment with history curriculum and standards. Students will learn from artifacts, didactics, artifact specialists, and interactive experiences.

Examples of aligned Nevada standards:

4 Grade:

* SS.4.2. Generate and answer supporting questions that help address compelling questions.
* SS.4.3. Analyze primary and secondary sources and use them to construct arguments about the past.
* SS.4.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
* RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
* RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
* RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
* VA:Pr6.4.1 Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

5 Grade:

* SS.5.2. Generate and answer supporting questions that help address compelling questions.
* SS.5.4. Gather primary and secondary sources and use them to construct responses to support compelling questions.
* SS.5.8. Participate in a structured academic discussion using evidence and reasoning to share and critique ideas.
* SS.5.30. Analyze rules and laws that encouraged or restricted migration and immigration within regions of the early U.S.
* SS.5.39. Explain the standard of living in relationship to quality of life.
* RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
* RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
* RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
* VA:Pr6.5.1 Identify ways how exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.

6 Grade

* SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts.
* SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.
* SS.6.8.WGGS.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.
* SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills.
* SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning.
* SS.6-8.WGGS.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
* SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
* SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
* SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.
* RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
* RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
* RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
* VA:Pr6.6.1 Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.

Middle School – Grades 7-8

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Examples of aligned Nevada standards:

6-8 Grade

* SS.6-8.WGGS.1. Construct compelling questions based upon disciplinary concepts.
* SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.
* SS.6.8.WGGS.3. Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline.
* SS.6-8.WGGS.4. Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and discipline specific skills.
* SS.6-8.WGGS.6. Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning.
* SS.6-8.WGGS.9. Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence are acknowledged and critiqued.
* SS.6-8.WGGS.15. Interpret current events from a variety of cultural perspectives.
* SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
* SS.6-8.WGGS.17. Analyze the impact of technological developments on events, peoples, and cultures across the world.

7 Grade

* RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
* RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
* RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
* VA:Pr6.7.1 Compare and contrast viewing and experiencing collections and exhibitions in different venues.

8 Grade

* RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
* RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
* RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
* VA:Pr6.8.1 Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.

High School – Grades 9-10

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Examples of aligned Nevada standards:

9-12Grades

* SS.9-12.WH.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.
* SS.9-12.WH.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.
* SS.9-12.WH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
* SS.9-12.WH.4. Evaluate the credibility of a source by examining how experts value the source.
* SS.9-12.WH.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
* SS.9-12.WH.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.
* SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.
* SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.
* SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.
* SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.
* SS.9-12.WH.38. Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.
* SS.9-12.WH.39. Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to: investments in physical capital, worker education and training, and technology.
* SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.
* SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.
* SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.
* SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.
* VA:Re8.HS.1I Interpret an artwork or collection of works supported by relevant and sufficient evidence found in the work and its various contexts.

9-10 Grades

* RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
* RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
* RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

11-12 Grades

* RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
* RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
* RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.