

## Academic Standards Fulfilled by a Field Trip to Taliesin West

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## Architecture Math Mayhem

### Mathematics Standards

#### Third Grade

- a. 3.OA.A Represent and solve problems involving whole number multiplication and division.
- b. 3.OA.B Understand properties of multiplication and the relationship between multiplication and division.
- c. 3.OA.C Multiply and divide within 100.
- d. 3.OA.D.10 When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- e. 3.MD.C Geometric measurement: Understand concepts of area and perimeter. Understand area as an attribute of plane figures and understand concepts of area measurement.
  - i. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
  - ii. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
- f. 3.MD.C.7 b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- g. 3.MD.C.8 Solve real-world and mathematical problems involving perimeters of plane figures and areas of rectangles, including finding the perimeter given the side lengths, finding an unknown side length. Represent rectangles with the same perimeter and different areas or with the same area and different perimeters.
- h. 3.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, “Does this make sense?” to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.
- i. 3.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

## Fourth Grade

- a. 4.OA.C.6 When solving problems, assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- b. 4.MD.A.1 Know relative sizes of measurement units within one system of units which could include km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit and in a smaller unit in terms of a larger unit. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1,12), (2,24), (3,36).
- c. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts including problems with unknown side lengths. See Table 2.
- d. 4.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.
- e. 4.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

## Fifth Grade

- a. 5.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.

- b. 5.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.
- c. 5.MP.8 Look for and express regularity in repeated reasoning. Mathematically proficient students look for and describe regularities as they solve multiple related problems. They formulate conjectures about what they notice and communicate observations with precision. While solving problems, students maintain oversight of the process and continually evaluate the reasonableness of their results. This informs and strengthens their understanding of the structure of mathematics which leads to fluency.

### Sixth Grade

- a. 6.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.
- b. 6.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

### Seventh Grade

- a. 7.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, "Does this make sense?" to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically

proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.

- b. 7.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

### Eighth Grade

- a. 8.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, “Does this make sense?” to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different representations of problems and different solution pathways, both their own and those of others.
- b. 8.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

### High School

- a. QR.NR.1: Represent quantities, using equivalent forms when appropriate, to investigate and describe quantitative and geometric relationships and solve problems in real-world contexts.
- b. QR.MP.1 Make sense of problems and persevere in solving them. Mathematically proficient students explain to themselves the meaning of a problem, look for entry points to begin work on the problem, and plan and choose a solution pathway. While engaging in productive struggle to solve a problem, they continually ask themselves, “Does this make sense?” to monitor and evaluate their progress and change course if necessary. Once they have a solution, they look back at the problem to determine if the solution is reasonable and accurate. Mathematically proficient students check their solutions to problems using different methods, approaches, or representations. They also compare and understand different

representations of problems and different solution pathways, both their own and those of others.

- c. QR.MP.6 Attend to precision. Mathematically proficient students clearly communicate to others using appropriate mathematical terminology, and craft explanations that convey their reasoning. When making mathematical arguments about a solution, strategy, or conjecture, they describe mathematical relationships and connect their words clearly to their representations. Mathematically proficient students understand meanings of symbols used in mathematics, calculate accurately and efficiently, label quantities appropriately, and record their work clearly and concisely.

## Building Bridges

### Career Literacy Standards

#### Kindergarten – Second Grade

- a. STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING
  - i. 1.1 Recognize and solve problems using the best available resources
  - ii. 1.2 Identify and follow steps of the decision-making process to solve problems and make choices
  - iii. 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate 1.4 Use digital web-based resources, gather data to make informed choices and solve problems
  - iv. 1.5 Apply critical thinking and problem-solving skills
- b. STANDARD 2.0 COLLABORATION, TEAMWORK, AND LEADERSHIP
  - i. 2.1 Develop collaboration skills to interact cooperatively with others
  - ii. 2.2 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism
  - iii. 2.3 Apply collaborative skills to group activities

#### Third Grade – Fifth Grade

- a. STANDARD 1.0 CRITICAL THINKING AND PROBLEM-SOLVING
  - i. 1.1 Recognize and solve problems using the best available resources
  - ii. 1.2 Identify and follow steps of the decision-making process to solve problems and make choices
  - iii. 1.3 Evaluate if a decision is good or bad, appropriate or inappropriate
  - iv. 1.5 Apply critical thinking and problem-solving skills
- b. STANDARD 2.0 CREATIVITY AND INNOVATION
  - i. 2.1 Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks
- c. STANDARD 3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP
  - i. 3.1 Develop collaboration skills to interact cooperatively with others
  - ii. 3.2 Demonstrate and explain how collaborative skills support working effectively with others
  - iii. 3.3 Demonstrate skills in working together, compromising, expressing opinions, and responding to criticism
  - iv. 3.4 Apply collaborative skills to group activities

#### Sixth Grade – Eighth Grade

- a. 3.0 APPLY CRITICAL THINKING AND PROBLEM-SOLVING SKILLS
  - i. 3.2 Identify the steps in problem-solving (e.g., define the problem; determine the cause of the problem; identify, prioritize, and select alternative solutions; and implement a solution)
  - ii. 3.3 Investigate problem-solving and critical-thinking processes and techniques to meet real-world challenges and personal decisions
- b. 4.0 USE COLLABORATIVE AND TEAMBUILDING SKILLS



- i. 4.1 Identify collaborative skills needed to achieve a common goal (i.e., open-mindedness, conflict resolution, active listening, emotional intelligence, delegation, understanding a variety of perspectives, managing priorities, meeting expectations, and having a cooperative spirit and mutual respect, etc.)
- ii. 4.2 Identify skills that promote teamwork (i.e., leadership, motivation, problem-solving, reliability, etc.)
- iii. 4.3 Practice behaviors that facilitate collaboration with peers (i.e., active listening, providing feedback, respecting the differences of others, taking personal responsibility, etc.)

## The Art and Science of Cyanotypes

### Visual Arts

#### Kindergarten

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Through experimentation, build skills in various media and approaches to art-making (e.g., using the elements of modern art, applying artistic ideas from diverse cultures). b. Observe safe practices with art materials, tools, and equipment. c. Create art that represents natural and constructed environments.
- b. Connecting: 10. Synthesize and Relate Knowledge and Personal Experiences to Make Art
- c. Create art that tells a story about a life experience.

#### First Grade

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Explore uses of materials, tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of art or design. b. Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
- b. Responding: 8. Interpret Intent and Meaning in Artistic Work a. Interpret identifying subject matter and describing relevant details.
- c. Connecting: 11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Identify a variety of reasons why people from different places and times make art (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events).

#### Second Grade

- a. Creating: 1. Generate and Conceptualize Artistic Ideas a. Brainstorm collaboratively (e.g., contributing to and listening to various ideas) multiple approaches to art or design problems (e.g., celebrations, cross curriculum projects, school events). b. Make art or design to explore personal interests, questions, and curiosity.
- b. 2. Organize and Develop Artistic Ideas and Work a. Explore uses of materials, tools, approaches (e.g., using elements of modern art, applying artistic ideas from diverse cultures) to create works of art or design.
- c. Connecting: 11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding a. Identify a variety of reasons why people from different places and times make art (e.g., to express themselves, to tell a story, to make things look beautiful, to remember special people and events).

#### Third Grade

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Create artwork using a variety of artistic processes, materials, and approaches (e.g., elements and principles of modern art, applying artistic ideas from diverse cultures).
- b. Connecting: 10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Develop a work of art based on observations of surroundings.

#### Fourth Grade

- a. Creating: 3. Refine and Complete Artistic Work a. Revise artwork in progress on the basis of insights gained through peer discussion.
- b. Presenting: 4. Select, Analyze, and Interpret Artistic Work for Performance a. Analyze how past, present, and emerging technologies have impacted the presentation of artwork (e.g., photographic/digital reproductions, posters, postcards, printouts, photocopies).

#### Fifth Grade

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Develop skills in multiple art-making techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.
- b. Connecting: 10. Synthesize and Relate Knowledge and Personal Experiences to Make Art a. Create a work of art that reflects or is inspired by the natural and/or built environment in a new way.

#### Sixth Grade

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Develop skills in multiple art-making techniques and experiment with approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures through practice. b. Demonstrate quality craftsmanship through care and use of materials, tools, and equipment.

#### Seventh Grade

- a. Creating: 1. Generate and Conceptualize Artistic Ideas a. Apply strategies to overcome creative blocks (e.g., redefine view from different perspective, take a break and look at classmates' work). b. Develop criteria (e.g., identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.
- b. Creating: 2. Organize and Develop Artistic Ideas and Work a. Demonstrate persistence in developing skills with various materials, methods, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) in creating works of art or design. b. Apply standards of craftsmanship with tools, materials, and processes, and demonstrate awareness of ethical responsibility to yourself and others with posting and sharing images and other materials through the internet, social media, and other communication formats.

#### Eighth Grade

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Take risks to pursue ideas, themes, meanings, and approaches (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art) that emerge in the process of art-making or designing. b. Use tools, materials, and processes purposefully and demonstrate awareness of

practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.

- b. Responding: 7. Perceive and Analyze Artistic Work a. Explain how artists' choices of visual characteristics (e.g., elements and principles in Western art or other culture's visual traditions) are influenced by the culture and environment in which they live.

### High School Proficient

- a. Creating: 2. Organize and Develop Artistic Ideas and Work a. Engage in making works of art or design both spontaneously and deliberately (e.g., using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art).

## Guided Tour of Taliesin West

### Social Studies Standards

#### Kindergarten

- a. K.SP1.3 With prompting and support, generate questions about individuals and groups from stories shared.
- b. K.SP3.1 With prompting and support, ask questions and construct responses to content studied.
- c. K.G2.1 Explain how water and weather impacts humans
- d. K.H4.2 Explore the stories of key historical figures through informational text and biographies.

#### First Grade

- a. 1.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- b. 1.SP3.5 Ask and answer questions about explanations given.
- c. 1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities, such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues
- d. 1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles). Key examples include but are not limited to farming by irrigation, **architecture**, writing and inventions as they support content focus.
- e. 1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day.

#### Second Grade

- a. 2.SP1.3 Generate questions about individuals and groups who have shaped a significant historical change.
- b. 2.SP2.2 Compare perspectives of people in the past to those today through stories and biographies.

- c. 2.SP3.2 Determine and use various kinds of sources to answer compelling and supporting questions.
- d. 2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.

### Third Grade

- e. 3.SP3.1 Develop questions about Arizona history, geography, government, and economics.
- a. 3.SP3.2 Distinguish between primary and secondary sources.
- b. 3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.
- c. 3.G2.1 Explain how people modify and adapt to the Arizona environment.
- d. 3.G3.1 Describe the movement of people in and out of Arizona over time.
- e. 3.G4.1 Describe how Arizona has changed over time.
- f. 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.

Key concepts include but are not limited to impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, **architecture**, mining, agriculture, and innovations

### Fourth Grade

- a. 4.SP1.2 Compare life in specific historical time periods to life today.
- b. 4.SP1.3 Generate questions about individuals and groups who have shaped significant historical events.
- c. 4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

### Fifth Grade

- a. 5.SP1.2 Explain how events of the past affect students' lives and society.
- b. 5.SP1.3 Generate questions about individuals and groups who have shaped significant historical changes and continuities.

Key individuals or groups should represent the time- period being studied and be inclusive of the diversity represented in the history of the United States

- c. 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of

new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration

### Sixth Grade

- a. 6.SP1.1 Examine ways that historians and social scientists know about the past.
- b. 6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.
- c. 6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.
- d. 6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.  
Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons
- e. 6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

### Seventh Grade

- a. 7.SP1.1 Analyze connections among events and developments in broader historical contexts.
- b. 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.
- c. 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.
- d. 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- e. 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present.
- f. 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.
- g. 7.H3.2 Analyze how economic and political motivations impact people and events.
- h. 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

### Eighth Grade

- a. 8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.
- b. 8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.
- c. 8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.
- d. 8.SP4.1 Explain the multiple causes and effects of events and developments in the past.

- e. 8.SP4.2 Evaluate the influence of various causes of events and developments in the past.
- f. 8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.
- g. 8G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

### High School

- a. HS.SP1.1 Evaluate how events and developments were shaped by unique circumstances of time and place as well as broader contexts.
- b. HS.SP1.2 Analyze change and continuity in historical eras.
- c. HS.SP1.3 Evaluate the significance of past events as they relate to their own lives and the world.
- d. HS.SP1.4 Use compelling questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- e. HS.SP2.3 Demonstrate historical empathy when examining individuals or groups in the past whose perspectives might be very different from those held today.
- f. HS.G2.3 Evaluate the impact of human settlement on the environment and culture of specific places and regions.
- g. HS.G2.4 Evaluate the use and sustainability of natural resources.
- h. HS.H4.2 Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.