



MMNC Traveling Museum 1-8 Educational Programs



New York State Common Core Standards

Kindergarten

Program: Compass History and Making

ELA KR1: Develop and answer questions about a text.

ELA KR4: Identify specific words that express feelings and senses.

ELA KR7: Describe the relationship between illustrations and the text.

ELA KR8: Identify specific information to support ideas in a text.

SS K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.

SS K.8 The past, present and future describe points in time and help us examine and understand events.

Sci K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

MMNC Traveling Museum Learning Standards

Sci K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Program: Maps & Charts (coming soon)

SS 1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary

First Grade

Program: Compass History and Making

ELA 1R1: Develop and answer questions about key ideas and details in a text.

ELA 1R2: Identify a main topic or central idea in a text and retell important details.

ELA 1R6: Describe how illustrations and details support the point of view or purpose of the text.

SS 1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.

Sci K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

MMNC Traveling Museum Learning Standards

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Second Grade

Program: Compass History and Making

Sci K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Sci K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Program: Maps & Charts (coming soon).

SS 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

SS 2.6 Identifying continuities and changes over time can help understand historical developments.

Third Grade

Program: Compass History and Making

Sci 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Sci 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Sci 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Program: Maps & Charts (coming soon)

SS 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

SS 3.2 The location of world communities can be described using geographic tools and vocabulary.

SS 3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

Fourth Grade

Program: Compass History and Making

Sci 3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

MMNC Traveling Museum Learning Standards

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3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Program: Maps & Charts (coming soon)

SS 4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.

Fifth Grade

Program: History of Navigation

SS 5.1 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

SS 5.3 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

SS 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways.

MMNC Traveling Museum Learning Standards

Human communities in the Western Hemisphere have modified the physical environment.

SS 5.7 ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world.

Program: Compass History and Making

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Sci 3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Program: Maps and Charts (coming soon)

SS 5.4 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.

Program: Staten Island Maritime History (coming soon)

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MMNC Traveling Museum Learning Standards

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Sixth Grade

Program: History of Navigation

SS 6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. - ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases.

Program: Compass History and Making

Sci MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

Sci MS-PS2-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

Sci MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Sci MS-ETS1-4. Develop a model to generate data for

MMNC Traveling Museum Learning Standards

iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Program: Staten Island Maritime History (coming soon)

SS 6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.

Seventh Grade

Program: History of Navigation

SS 7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

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MMNC Traveling Museum Learning Standards

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Eighth Grade

Program: History of Navigation

SS 8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.

Program: Compass History and Making

Sci MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

MMNC Traveling Museum Learning Standards

Sci 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.

Sci MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Sci MS-ETS1-4. Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Program: Staten Island Maritime History (coming soon)

SS 8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation's largest city, and other cities in New York State also experienced growth at this time.