



**One World Trade Center | Tech High in the Sky | Grades 3–5**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Curriculum Standards for Social Studies (NCSS)	NY Social Studies Standards/Practices
<b>Primary Benchmark/Standard</b>	<p><b>Cross-Cutting Concept</b> Influence of Science, Engineering, and Technology on Society and the Natural World</p> <p>People's needs and wants change over time, as do their demands for new and improved technologies. (3- 5-ETS1-1)</p>	<p><b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p><b>Science, Technology, and Society</b> Identify examples of the use of technology in daily life Identify points of view expressed in information sources regarding science and technology</p>	<p><b>Geographic Reasoning</b> D5- Describe how human activities alter places and regions.</p>
<b>Secondary Benchmark/Standard</b>	<p><b>4-ESS3-1.</b> Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p><b>4-ESS3-2.</b> Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p>	<p><b>Reading Standard 1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>Science, Technology, and Society</b> Researching, designing and presenting a project, including illustrations or a model showing the positive and negative aspects of the uses of technology in the school or local community</p>	<p><b>Comparison and Contextualization</b> C2. Identify multiple perspectives on an historical event.</p>
<b>Related Standards</b>	<p><b>NGSS 3-5. Engineering Design</b> 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.</p>	RS1, WS7		

**One World Trade Center | Tech High in the Sky | Grades 6-8**

**STANDARDS MAP:  
EXPLORE SCIENCE AT ONE WORLD OBSERVATORY**



	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Curriculum Standards for Social Studies (NCSS)	NY Social Studies Standards/Practices
Primary Benchmark/Standard	<p><b>Science and Engineering</b>  <b>MS-PS2-2</b> Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.</p>	<p><b>Reading Standard 1</b>            Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>Science, Technology, and Society</b>            Society often turns to science and technology to solve problems</p>	<p><b>Chronological Reasoning</b>            (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)</p>
Secondary Benchmark/Standard	<p><b>Engineering Design</b>  <b>MS-ETS1-2</b>            Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>	<p><b>Writing Standard 4</b>            Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Science, Technology, and Society</b>            Science and technology have had both positive and negative impacts upon individuals, societies and the environment in the past and present.</p>	<p><b>Geographic Reasoning</b>            D5- Describe how human activities alter places and regions.</p>



**One World Trade Center | Tech High in the Sky | Grades 9-12**

	NextGen Science Standards (NGSS)	Common Core State Standards (CCSS)	National Curriculum Standards for Social Studies (NCSS)	NY Social Studies Standards/Practices
<p><b>Primary Benchmark/Standard</b></p>	<p><b>Influence of Engineering, Technology, and Science on Society and the Natural World</b> Modern civilization depends on major technological systems. Engineers continuously modify these systems to increase benefits while decreasing costs and risks. (HS-ESS3-2), (HS-ESS3-4)</p>	<p><b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>CCSS.ELA-LITERACY.RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>Science, Technology, and Society</b> Ask and find answers to questions about the impact of science and technology in the past and present, and in different places and societies.</p>	<p><b>A. Gathering, Interpreting, and Using Evidence</b> 1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses. 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p>
<p><b>Secondary Benchmark/Standard</b></p>	<p><b>HS-ESS3-1.</b> Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	<p><b>Writing Standard 2</b> Write informative /explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Science, Technology, and Society</b> Formulate possible solutions that utilize technology, address real-life issues and problems, weigh alternatives, and provide reasons for preferred choices and plans of action.</p>	<p><b>Comparison and Contextualization</b> Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.</p>