



Music Standards			
	Grades Kindergarten -2 nd	Grades 3 rd -5 th	Grades 6 th -8 th
Performing		<p><i>Analyze</i> MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances. MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>	<p><i>Analyze</i> MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effect</p>
Responding	<p><i>Analyze</i> MU:Re7.2.2a Describe how specific music concepts are used to support a specific purpose in music.</p> <p><i>Evaluate</i> MU:Re9.1.2a Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>	<p><i>Select</i> MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p><i>Analyze</i> MU:Re7.2.5a Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).</p>	<p><i>Select</i> MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p><i>Evaluate</i> MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>
Connection	<p><i>Connect</i> MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>	<p><i>Connect</i> MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music</p>	<p><i>Connect</i> MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>

¹ Note: Music standards listed in this crosswalk refer to what students should know and be able to do by the end of each grade band (e.g., by the end of grade 2, grade 5 and grade 8).

Social Studies C3 Framework Standards			
	Grades Kindergarten -2 nd	Grades 3 rd -5 th	Grades 6 th -8 th
Geography	<p><i>Human-Environment Interaction: Place, Regions and Culture</i> D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places.</p> <p><i>Global Interconnections: Changing Spatial Patterns</i> D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions.</p>	<p><i>Human-Environment Interaction: Place, Regions and Culture</i> D2.Geo.5.3-5. explain how the cultural and environmental characteristics of places change over time.</p> <p><i>Global Interconnections: Changing Spatial Patterns</i> D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>	<p><i>Human-Environment Interaction: Place, Regions and Culture</i> D2.Geo.6.6-8. explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p><i>Global Interconnections: Changing Spatial Patterns</i> D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>



English Language Arts			
	Grades Kindergarten -2 nd	Grades 3 rd -5 th	Grades 6 th -8 th
Reading	<p><i>Key Ideas and Details</i> CCSS.ELA-LITERACY.CCRA.R.1 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><i>Key Ideas and Details</i> CCSS.ELA-LITERACY.CCRA.R.1 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><i>Key Ideas and Details</i> CCSS.ELA-LITERACY.CCRA.R.1 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><i>Craft and Structure</i> CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><i>Craft and Structure</i> CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p><i>Craft and Structure</i> CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
	<p><i>Integration of Knowledge and Ideas</i> CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p><i>Integration of Knowledge and Ideas</i> CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	<p><i>Integration of Knowledge and Ideas</i> CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>
Writing	<p><i>Research to Build and Present Knowledge</i> CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><i>Research to Build and Present Knowledge</i> CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>Research to Build and Present Knowledge</i> CCSS.ELA-LITERACY.CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Speaking & Listening	<p><i>Comprehension and Collaboration</i> CCSS.ELA-Literacy.CCRA.SL.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.</p>	<p><i>Comprehension and Collaboration</i> CCSS.ELA-Literacy.CCRA.SL.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.</p>	<p><i>Comprehension and Collaboration</i> CCSS.ELA-Literacy.CCRA.SL.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.</p>
	<p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>



English Language Arts			
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Language	<p><i>Conventions of Standard English</i> CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Vocabulary Acquisition and Use</i> CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><i>Conventions of Standard English</i> CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Vocabulary Acquisition and Use</i> CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p><i>Conventions of Standard English</i> CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Vocabulary Acquisition and Use</i> CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
Technical Subjects [Music]			<p><i>Craft and Structure</i> CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p>