| MUSIC WORK Educate. Inspi | | Native American Traditional Music | Latin American Music: | Latin American Music: South America | Introduction to Piano | Introduction to Guitar | Introduction to Voice | Instruments of the World | Introduction to Percussion | Introduction to Strings | Introduction to Brass | Introduction to Woodwinds | Introduction to Pop | Introduction to Rhythm & Blues | Birth of Rock & Roll | Evolution of Rock & Roll | Introduction to Classical Music | Introduction to Jazz Music | Introduction to Country Music | Introduction to Musicals |
|--|--|-----------------------------------|-----------------------|-------------------------------------|-----------------------|------------------------|-----------------------|--------------------------|----------------------------|-------------------------|-----------------------|---------------------------|---------------------|--------------------------------|----------------------|--------------------------|---------------------------------|----------------------------|-------------------------------|--------------------------|
| | Creating | | | | | | | | | | | | | | | | | | | |
| Imagine, Plan and Make, Evaluate and Refine, Present | | | | | | | | | | | | | | | | | | | | |
| MU:Cr1.1.2a | Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. | | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | Performing | | | | | | | | | | | | | | | | | | | |
| | Select, Analyze, Interpret, Rehearse, Evaluate | and | l Re | fine | e, Pi | ese | ent | | | | | | | | | | | | | |
| MU.Pr4.2.1a | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| MU:Pr4.2.2a | Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. | | | | | * | * | * | * | * | * | * | * | | * | * | * | * | * | * |
| | Responding Select, Analyze, Interpret, Eva | luate | е | | | | | | | | | | | | | | | | | |
| MU:Re7.1.2a | Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. | | | | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| MU:Re7.2.2a | Describe how specific music concepts are used to support a specific purpose in music. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| MU:Re9.1.2a | Apply personal and expressive preferences in the evaluation of music for specific purposes. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | Connecting | | | | | 1 | 1 | | | | | | | | | | | | Щ | |
| MU:Cn10.0.2a | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| | Social Studies | | | | | | | | | | | | | | | | | | | |
| Civic and | Civics Political Institutions, Participation and Deliberation: Applying Civic Virtues | and | De | mo | crat | ic F | Prin | cipl | es a | nd | Pro | ces | ses | , Rı | ıles | and | d La | ws | | |
| D2.Civ.2 | Explain how all people, not just official leaders, play important roles in a community. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| D2.Civ.6 | Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| D2.Civ.10 | Compare their own point of view with others' perspectives. | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |

| Geographic Repr | Geography esentations: Spatial Views of the World, Human-Environment Interaction: | | - | | _ | | | | ture | e,Hu | ım | an P | opu | latio | on: | Spa | itial | Pat | ter | กร |
|---|---|-----|-----|-------------|-------|----|-------|-----|------|--------|------|-------|------|-------|------|-----|-------|-----|-----|----|
| | and Movements, and Global Interconnections: Challuse maps, graphs, photographs, and other representations to describe places and the relationships | ang | | Эр а | atiai | Pa | tter | ns | I | I | 1 | 1 | l | I | | | l | | | |
| D2.Geo.2.K-2 | and interactions that shape them. | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | 1 |
| D2.Geo.6.K-2 | Identify some cultural and environmental characteristics of specific places. | * | * | * | | | | * | | | | | * | * | * | * | * | * | * | Ī |
| D2.Geo.7.K-2 | Explain why and how people, goods, and ideas move from place to place. | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | Ū |
| D2.Geo.10.K-2 | Describe changes in the physical and cultural characteristics of various world regions. | * | * | * | | | | * | | | | | | | | | | | | Ĺ |
| D2.Geo.11.K-2 | Explain how the consumption of products connects people to distant places. | | | | | | | * | | | | | | | | | | | | Ĺ |
| Economics Economic Decision Making, Exchanges and Markets, The National Economy, The Global Economy | | | | | | | | | | | | | | | | | | | | |
| D2.eco.4.K-2 | Describe the goods and services that people in the local community produce and those that are produced in other communities. | | | | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | , |
| History Change, Continuity, and Context, Perspectives, Historical Sources and Evidence | | | | | | | | | | | | | | | | | | | | |
| D2.His.2.K-2 | Compare life in the past to life today. | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | , |
| D2.His.3.K-2 | Generate questions about individuals and groups who have shaped a significant historical change. | | | | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | k |
| | esentations: Spatial Views of the World, Human-Environment Interaction: and Movements, and Global Interconnections: Cha | | ing | | _ | | | ns | | J, 110 | | | Jpu | - | J | БРС | 1 | | | |
| D2.Geo.2.K-2 | Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. | * | * | * | | | | * | | | | | | | | | | | | |
| D2.Geo.6.K-2 | Identify some cultural and environmental characteristics of specific places. | * | * | * | | | | | | | | | | * | | | * | | | |
| D2.Geo.7.K-2 | Explain why and how people, goods, and ideas move from place to place. | * | * | * | | | | | | | | | * | | | | | * | * | 3 |
| D2.Geo.10.K-2 | Describe changes in the physical and cultural characteristics of various world regions. | * | * | * | | | | * | | | | | | | | | | | | Π |
| D2.Geo.11.K-2 | Explain how the consumption of products connects people to distant places. | | | | | * | | | | | | | | | | | * | | | |
| | English Language Arts | 5 | | | | | | | | | | | | | | | | | | |
| Key | College and Career Readiness Anchor Stand Ideas and Details, Craft and Structure, Integration of Knowledge and Idea | | | | | _ | | an | d Le | evel | l of | f Tex | t Co | mp | lexi | ty | | | | |
| 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. | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | 3 |
| 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. | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | , |
| 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.* | * | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | , |
| Tex | College and Career Readiness Anchor Stan at Types and Purposes, Production and Distribution of Writing, Research t | | | | | _ | ent l | Kno | owle | edge | e, | Rang | e of | f Wi | itin | g | | | | |

| 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. | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | * |
|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|---|---|---|---|---|---|
| College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration and Presentation of Knowledge and Ideas | | | | | | | | | | | | | | | | | | | |
| 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. | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | * |
| CCSS.ELA- Literacy.CCRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | * |
| College and Career Readiness Anchor Standards for Language Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use | | | | | | | | | | | | | | | | | | | |
| 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. | * | * | * | * | * | * | * | * | * | * * | * | * | * | * | * | * | * | * |