

<b>Music Standards</b>			
	<b>Grades Kindergarten -2<sup>nd</sup></b>	<b>Grades 3<sup>rd</sup> -5<sup>th</sup></b>	<b>Grades 6<sup>th</sup> -8<sup>th</sup></b>
<b>Creating</b>	<p><i>Imagine</i> MU:Cr1.1.2a Impvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p>	<p><i>Imagine</i> MU:Cr1.1.5a Impvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p>	
<b>Performing</b>	<p><i>Select</i> MU:Pr4.1.2a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><i>Analyze</i> MU:Pr4.2.2a Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p>	<p><i>Analyze</i> MU:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.</p>	<p><i>Analyze</i> MU:Pr4.2.8c Identity how cultural and historical context inform performances and result in different musical effects.</p>
<b>Responding</b>	<p><i>Select</i> MU:Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <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>Analyze</i> MU:Re7.2.8a Compare how the elements of music and expressive qualities relate to the structure within programs of music. MU:Re7.2.8b Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p><i>Evaluate</i> MU:Re9.1.8a Apply appropriate personally developed criteria to evaluate musical works or performances.</p>
<b>Connection</b>	<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>

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) as determined by the National Coalition for Core Arts Standards working with the National Association for Music Education (NAfME).

It is the belief of NAfME to have students:

- experience in creating, to be successful musicians and to be successful 21st century citizens.
- perform-as singers, as instrumentalists, and in their lives and careers.
- respond to music, as well as to their culture, their community, and their colleagues.

Social Studies C3 Framework Standards			
	Grades Kindergarten -2 <sup>nd</sup>	Grades 3 <sup>rd</sup> -5 <sup>th</sup>	Grades 6 <sup>th</sup> -8 <sup>th</sup>
Civics	<p><i>Civic and Political Institutions</i> D2.Civ.2.K-2.explain how all people, not just official leaders, play important roles in a community. D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p> <p><i>Participation and Deliberation</i> D2.Civ.10.K-2. Compare their own point of view with others' perspectives.</p>	<p><i>Civic and Political Institutions</i> D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p>	
Geography	<p><i>Geographic Representation</i> D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</p>	<p><i>Geographic Representation</i> D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p><i>Human-Environment Interaction</i> D2.Geo.4.3-5.explain how culture influences the way people modify and adapt to their environments.</p>	<p><i>Geographic Representation</i> D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>
Economics	<p><i>Exchange and Markets</i> 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.</p>	<p><i>Exchange and Markets</i> D2.eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p>	<p><i>Economic Decision Making</i> D2.eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>
History	<p><i>Change, Continuity, and Context</i> 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.</p>	<p><i>Change, Continuity, and Context</i> D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p>	<p><i>Change, Continuity, and Context</i> D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>

Social Studies 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) as determined by the C3 Framework developed by National Council for the Social Studies from a collaboration of multiple organizations. In the C3 framework, there are four dimensions and dimension two focuses on the disciplinary subsections of Civics, Economics, Geography and History. Each disciplinary subsection is also organized by disciplinary tools and concepts. The C3 framework was developed to prepare students for civic engagement with the goal that citizens are knowledgeable, thinking and active.

English Language Arts			
	Grades Kindergarten -2 <sup>nd</sup>	Grades 3 <sup>rd</sup> -5 <sup>th</sup>	Grades 6 <sup>th</sup> -8 <sup>th</sup>
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>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>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>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>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>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>CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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><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>

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Language	<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>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>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>Craft and Structure 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. CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>

English Language Arts 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) as determined by The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects developed in partnership with the Council of Chief State School Officers (CCSSO). These standards define the core knowledge and skills students should learn to read, write, speak, listen and use language across content areas.