### Standards Alignment for Grades 3rd-5th

#### Music Standards

**Creating**
- **Imagine, Plan and Make, Evaluate and Refine, Present**
- **Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).**
- **Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).**
- **Explain how context (such as social, cultural, and historical) informs performances.**

**Performing**
- **Select, Analyze, Interpret, Rehearse, Evaluate and Refine, Present**
- **Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.**
- **Describe how specific music concepts are used to support a specific purpose in music.**
- **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).**
- **Apply personal and expressive preferences in the evaluation of music for specific purposes.**

**Responding**
- **Select, Analyze, Interpret, Evaluate**
- **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

**Connecting**
- **Demonstrate ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.**

#### Social Studies

**Civics**
- **Civic and Political Institutions, Participation and Deliberation: Applying Civic Virtues and Democratic Principles and Processes, Rules and Laws**
- **Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.**

**Geography**
- **Geographic Representations: Spatial Views of the World, Human-Environment Interaction: Place, Regions and Culture, Human Population: Spatial Patterns and Movements, and Global Interconnections: Changing Spatial Patterns**
| 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. |
| D2.Geo.4.3-5. | Explain how culture influences the way people modify and adapt to their environments. |

**Economics**

| 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. |
| D2.eco.4.3-5. | Explain why individuals and businesses specialize and trade. |

**History**

| 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. |

**English Language Arts**

| 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. |
| 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.* |

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**College and Career Readiness Anchor Standards for Reading**

**Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity**

| CCSS.ELA-LITERACY.CCRA.R.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research |

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**College and Career Readiness Anchor Standards for Writing**

**Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing**

| CCSS.ELA-LITERACY.CCRA.W.9 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |

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**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. |

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**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. |