MUSIC WORKSHOP
Educate. Inspire. Motivate.

Standards Alignment for Grades 6th-8th

		Careers in Music: Part I	Careers in Music: Part II	Native American Traditional Music	Latin American Music:	Latin American Music: South America	Traditional Music from Africa: North & East	Traditional Music from Africa: Southern, Central & West	Popular Music from Africa: North, East & Southern	Popular Music from Africa: Central & West	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
Music Standards																										
Performing **Select, Analyze, Interpret, Rehearse, Evaluate and Refine, Present**																										
MU:Pr4.2.8c	Identity how cultural and historical context inform performances and result in different musical effect	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Responding **Select, Analyze, Interpret, Evaluate**																										
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	*	*	*	*	*	*	*	*	*																
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 programs of music from a variety of genres, cultures, and historical periods.			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
MU:Re9.1.8a	Apply appropriate personally developed criteria to evaluate musical works or performances.			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Connecting																										
MU:Cn10.0.8a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Social Studies																										
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.2.6-8.	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
D2.Geo.6.6-8.	Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.			*	*	*	*	*	*	*				*												
Economics **Economic Decision Making, Exchanges and Markets, The National Economy, The Global Economy**																										
D2.eco.1.6-8.	Explain how economic decisions affect the well-being of individuals, businesses, and society	*	*								*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
D2.eco.7.6-8.	Analyze the role of innovation and entrepreneurship in a market economy	*	*																							
History **Change, Continuity, and Context, Perspectives, Historical Sources and Evidence**																										
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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Arts																										
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.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 o tone.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
CCSS.ELA-LITERACY.CCRA.R.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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	Draw evidence from literary or informational texts to support analysis, reflection, and research	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
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.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Literacy in History/Social Studies, Science, and Technical Subjects [Music]																												
CCSS.ELA-LITERACY.RST.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.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).	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*