Pre-Tour Packet for The National Music Museum

National Music Museum
University of South Dakota Campus
Vermillion, South Dakota
www.NMMusd.org

A tour at the National Music Museum involves dozens of South Dakota standards to create a fun, meaningful interdisciplinary experience that satisfies your class's learning goals. In addition to standards, students develop important skills used in the classroom and the world outside, including:

- Critical thinking and analysis
- Cultural awareness and global understanding
- Observation and inquiry skills
- Communication and discussion
- Connections between disciplines

To enhance your visit, you can also add a Gamelan session or Organ experience, both of which offer students the opportunity to engage with hands on music standards, music theory, music history, and world cultures!

Kindergarten

Music

- Creating
  - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.
    - K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.
    - K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
  - Anchor Standard K-12.Cr.2: Organize and revise artistic ideas and work.
    - K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.
- Performing, Presenting, and Producing
  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
    - K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
    - K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.

        - K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
        - K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
    - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
        - K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.
        - K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.
- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
        - K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.
- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - K-2.MU.Cn.10.1 Express how music relates to self and others.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
        - K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.
- Social Studies
    - K.SS.1. The student learns the skills to complete the following tasks, completing each task with relative ease by the end of kindergarten.
        - The student can name his or her town, township or city, county, state or reservation, country, and continent.

    - The student can identify and describe differences in setting, housing, and clothing from different time periods.
    - The student can use chronological and temporal terms correctly to narrate personal and historical events, including now, long ago, in the future, last or next week, month, year, and present, past, and future.
    - The student can use the word "because" correctly in answer to questions of "why" and cause and effect.
    - The student can give examples of rules and laws.
    - The student can give examples of treating others with and without respect for the equal human dignity of each person.
    - The student can give examples of virtues and actions related to hard work, personal potential, and individual independence.
- K.SS.2. The student locates each of the following on a map:
    - North America
    - Atlantic Ocean
    - Pacific Ocean
    - The United States of America
    - Alaska
    - Hawaii
    - South Dakota and the neighboring states
    - the location of the school
- K.SS.4. The student identifies and explains the meaning of different symbols of America. Symbols may include, but are not limited to:
    - The Flag of the United States of America
    - Bald Eagle
    - Statue of Liberty
    - "America"
    - "America the Beautiful"
    - "The Star-Spangled Banner"
    - "My Country, Tis of Thee"
    - "God Bless America"
    - Declaration of Independence
    - United States Constitution

- The Fourth of July

ELA

- K.SL.2 – Confirm understanding from a source of information by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.3 – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.6 – Speak audibly and express thoughts, feelings, and ideas clearly.

1st Grade

Music

- Creating
  - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.
    - K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.
    - K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.
  - Anchor Standard K-12.Cr.2: Organize and revise artistic ideas and work.
    - K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.
- Performing, Presenting, and Producing
  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
    - K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
    - K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.
    - K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.
  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
    - K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
  - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
    - K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.

        - K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.

- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
        - K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.
- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - K-2.MU.Cn.10.1 Express how music relates to self and others.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
        - K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

Social Studies

- 1.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 1st grade.
    - E. The student can distinguish between a primary source and a secondary source.
- 1.SS.2 The student demonstrates knowledge of American and South Dakota geography.
- 1.SS.4. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.
    - C. The student explains the major historical events and stories of the ancient Hebrews.

AMERICAN HISTORY: 1492-1787

- 1.SS.6. The student demonstrates knowledge of pre-Columbian indigenous peoples of North

America.

    - The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical pre-Columbian Native American tribes, one of which is from the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7). Other tribes to consider include, but are not limited to, the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa.

- 1.SS.7. The student demonstrates knowledge of European exploration and settlement of what would become the United States.

    - The student explains the various European motivations for exploration.

    - The student explains the Columbian Exchange of resources, people, and disease, including how smallpox decimated Native Americans.

    - The student explains how Europeans and indigenous peoples both worked together and also fought against each other and among themselves. HC

    - The student explains the history of slavery, including in ancient times and in the 15th century.

- 1.SS.8. The student demonstrates knowledge of European exploration and settlement of what would become the United States.

ELA

- 1.SL.2 – Ask and answer questions about key details in information presented orally.

- 1.SL.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

2nd Grade

Music

- Creating

    - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.

        - K-2.MU.Cr.1.1 Explore and experience musical ideas through simple rhythmic and melodic patterns.

        - K-2.MU.Cr.1.2 Improvise sounds and movement to accompany artistic play and music by use of voice, instruments, and a variety of sound sources.

    - Anchor Standard K-12.Cr.2: Organize and revise artistic ideas and work.

        - K-2.MU.Cr.2.2 Document musical ideas through verbal, written, aural, or technological means.

- Performing, Presenting, and Producing

    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for

presentation.

- K-2.MU.Pr.4.1 Demonstrate and explain personal interest in varied musical selections.
- K-2.MU.Pr.4.2 Explore and identify the meaning of a chosen work through its text by singing or playing an instrument.
- K-2.MU.Pr.4.3 Explore music through both reading and aural approaches.

- Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
  - K-2.MU.Pr.5.1 Applying teacher feedback, rehearse to refine technical accuracy and expressive qualities in varied ensembles in a classroom setting.
- Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
  - K-2.MU.Pr.6.1 Discover how to express and convey meaning in a piece of music.
  - K-2.MU.Pr.6.2 Identify the persons serving in the roles of performer and audience.

- Responding
  - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
    - K-2.MU.Re.7.1 Discover how interests and experiences influence musical selection for specific purposes.
    - K-2.MU.Re.7.2 Recognize and respond to foundational musical elements.
  - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
    - K-2.MU.Re.8.1 Identify and demonstrate expressive qualities and how they support expressive intent through verbal, kinesthetic, written, or artistic means.
  - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
    - K-2.MU.Re.9.1 Use music terminology in the evaluation of musical work.
- Connecting
  - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
    - K-2.MU.Cn.10.1 Express how music relates to self and others.
  - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
    - K-2.MU.Cn.11.1 Explore the historical and cultural contexts of music as it relates to other disciplines and arts.
    - K-2.MU.Cn.11.2 Share various roles of performance participants in various settings.

- Social Studies
    - 2.SS.2. The student demonstrates knowledge of American geography and map regions.
    - 2.SS.3. The student demonstrates knowledge of the fall of Rome and the Middle Ages.
        - The student identifies the major historical events, cultural features, stories, and religious contributions of the early Christians. H
        - The student explains the establishment of monasteries and their role in the Middle Ages.
    - 2.SS.4. The student demonstrates knowledge of the Late Middle Ages and the Renaissance.
        - The student identifies the origins, historical events, and different perspectives of the conflicts between Muslims and Christians both before and during the crusades.
        - The student identifies the developments and achievements of the high Middle Ages, including the power of the papacy and the founding of mendicant orders.
        - The student identifies key developments in Japan, including Japanese Buddhism, feudalism, and shoguns.
        - The student identifies the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome.
        - The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, and sculpture.
    - 2.SS.8. The student demonstrates knowledge of American history between the War of 1812 and the presidency of Andrew Jackson.
        - The student identifies various examples of westward expansion prior to the Civil War.
        - The student describes the lives of slaves on southern plantations and at slave auctions, including cultural developments among African Americans in slavery.
    - 2.SS.9. The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.
        - The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.
    - 2.SS.10. The student demonstrates knowledge of events leading up to the Civil War.
        - The student tells the story of how the Civil War began.
        - The student explains the major and minor causes of the Civil War, especially the political tension surrounding the spread of slavery.
    - 2.SS.11. The student demonstrates knowledge of the American Civil War and Reconstruction.

        - The student states and explains the successes and failures of Reconstruction.
        - The student tells of the settlement of South Dakota by Union veterans, and their influence on South Dakota civic life.
    - 2.SS.12. The student demonstrates knowledge of the Gilded Age and the beginning of the 20th Century.
        - The student explains the reasons and origins of those who immigrated to America after the Civil War.
        - The student explains the kinds of discrimination against African Americans that was present in certain states in the decades following Reconstruction.

ELA

- 2.SL.2 – Recount or describe key ideas or details from information presented orally.
- 2.SL.3 – Ask and answer appropriate questions in response to a speaker in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3rd Grade

Music

- Creating
    - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.
        - 3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.
        - 3-5.MU.Cr.1.2 Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.
- Performing, Presenting, and Producing
    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
        - 3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
        - 3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
        - 3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
        - 3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive,

performance, and technical accuracy of music in varied ensembles.

- Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
    - 3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
    - 3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.

- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - 3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
        - 3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - 3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - 3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.

- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - 3-5.MU.Cn.10.1 Explain how music relates to self and others.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - 3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.
        - 3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Social Studies

- 3.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 3rd grade.
    - The student can correctly use terms related to time periods or dates in history, including:
        - decade
        - century

        - millennium
        - 1700s, 1800s, etc.
        - 1492, 1776, etc.

- 3.SS.3. The student demonstrates knowledge of ancient civilizations in Asia, the Middle East, and Northern Africa.
    - The student explains the roles of climate and environmental changes, hunter-gatherer societies, metallurgy, and agriculture in the development of early civilizations.
    - The student explains the major historical events, cultural features, and stories of the ancient Hebrews.
- 3.SS.5. The student demonstrates knowledge of Native Americans and the voyages of Christopher Columbus.
    - The student describes the similarities and differences in lifestyle, traditional warfare, and culture between two historical or present Native American tribes, one of which is from South Dakota, such as the Oceti Sakowin Oyate (including select standards from Oceti Sakowin Essential Understandings 1-5 and 7), Mandan, Sahnish (Arikara), Cheyenne, Crow, Otoe, and Hidatsa.
    - The student explains the tribal organizational structures of present-day Native Americans in South Dakota as sovereign nations.
    - The student explains the various European motivations for exploration.
    - The student explains the history of slavery from ancient times through the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.

ELA

- 3.SL.2 – Determine the main ideas and supporting details of information presented in oral format.
- 3.SL.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

4th Grade

Music

- Creating
    - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.
        - 3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.
        - 3-5.MU.Cr.1.2 Improvise rhythms and melodies with voice, instruments, and a variety of

sound sources to add interest to a song.

- Performing, Presenting, and Producing
  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
    - 3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
    - 3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
    - 3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
    - 3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles.
  - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
    - 3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
    - 3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.
- Responding
  - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
    - 3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
    - 3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
  - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
    - 3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
  - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
    - 3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.
- Connecting
  - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
    - 3-5.MU.Cn.10.1 Explain how music relates to self and others.

- Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
    - 3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.
    - 3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Social Studies

- 4.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 4th grade.
    - The student can use correctly terms related to time periods or dates in history, including 18th century, 19th century, B.C.E., C.E., and C.E.
    - The student can use a timeline correctly
- 4.SS.4. The student demonstrates knowledge of the Early Middle Ages.
    - B. The student explains the establishment of monasteries, the practices of monasticism, and their role in the Middle Ages.
    - F. The student explains the development and practice of feudalism in European societies, including the expectations of each class, and of slavery in the Middle East, Africa, and Asia.
    - G. The student describes and explains Christian and Muslim art and architecture in the Middle Ages.
- 4.SS.5. The student demonstrates knowledge of the High and Late Middle Ages.
    - H. The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, and isolationism.
- 4.SS.6. The student demonstrates knowledge of events leading to the American Revolution.

ELA

- 4.SL.2 – Paraphrase portions of information presented orally.
- 4.SL.3 – Identify the reasons and evidence a speaker provides to support particular points.

5th Grade

Music

- Creating
    - Anchor Standard K-12.Cr.1: Generate and develop artistic ideas and work.
        - 3-5.MU.Cr.1.1 Explore and experience musical ideas through rhythmic, melodic, and harmonic phrases.

        - 3-5.MU.Cr.1.2 Improvise rhythms and melodies with voice, instruments, and a variety of sound sources to add interest to a song.

- Performing, Presenting, and Producing
    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
        - 3-5.MU.Pr.4.1 Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context.
        - 3-5.MU.Pr.4.2 Demonstrate by reading, singing, or playing an instrument the musical elements of a selected work.
        - 3-5.MU.Pr.4.3 Investigate musical performance using aural traditions and musical notations.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
        - 3-5.MU.Pr.5.1 Rehearse, identify, and apply strategies to address interpretive, performance, and technical accuracy of music in varied ensembles.
    - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
        - 3-5.MU.Pr.6.1 Demonstrate expressive qualities in performance to convey meaning and intent.
        - 3-5.MU.Pr.6.2 Identify the importance of the performer and the audience.
- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - 3-5.MU.Re.7.1 Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or context.
        - 3-5.MU.Re.7.2 Recognize and define grade-appropriate foundational musical elements.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - 3-5.MU.Re.8.1 Demonstrate and describe through verbal, kinesthetic, written, or artistic means how expressive qualities are used in performances to reflect expressive intent.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - 3-5.MU.Re.9.1 Use music terminology in the analysis and evaluation of musical work.
- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.

- 3-5.MU.Cn.10.1 Explain how music relates to self and others.

- Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.

  - 3-5.MU.Cn.11.1 Compare the historical and cultural contexts of music with other disciplines.

  - 3-5.MU.Cn.11.2 Describe roles of performance participants in various settings.

Social Studies

- 5.SS.1. Building upon skills learned in previous grades, the student learns the skills to complete the following tasks, completing each task with relative ease by the end of 5th grade.

  - The student can give examples of natural resources, limited resources, and unlimited resources.

  - The student can give examples of how natural resources affect the choices of human beings and societies.

  - The student can give examples of how supply and demand influence price, producers, and consumers.

- 5.SS.3. The student demonstrates knowledge of the Renaissance and the Age of Exploration.

  - The student explains the disruptions to society in the late Middle Ages and their effects, including the Black Death, the Great Schism of 1378, the Hundred Years' War, the ideas of John Wycliffe and Jan Hus.

  - The student explains the origins and major ideas of the Renaissance, including a revival of classical Greece and Rome, humanism, and the growth of towns.

  - The student explains the major cultural features and contributions of the Renaissance in Italy and Northern Europe in painting, architecture, sculpture, and literature.

  - The student explains 15th century trade between Europe and Asia, and different European motivations for exploration.

  - The student explains the 15th century slave trade among Africans, Arabs, and Europeans, and compares it to the practice of indentured servitude.

- 5.SS.4. The student demonstrates knowledge of the Reformation.

  - The student explains the main ideas of major Protestant leaders, including Martin Luther, Henry VIII, and John Calvin, and how they contrasted with Catholic ideas and practices.

  - The student explains the major historical events during the Protestant Reformation and the subsequent Catholic Reformation, including their reflection in art, architecture, and politics.

- 5.SS.6. The student demonstrates knowledge of westward expansion's effects on relationships with Native Americans and the electoral divide over slavery.

- The student explains the interactions between settlers, governing bodies, and Native Americans in South Dakota (including select standards from Oceti Sakowin Essential Understandings 2 and 6) prior to the Civil War, including the Marshall Trilogy, Indian Removal Act of 1830, Fort Laramie Treaty of 1851 (or Horse Creek Treaty), Treaty of Yankton, the role of Indian agencies, and settlement through homesteading.

- The student explains the differences between various geographic regions, especially the growing divide in culture, lifestyle, and economics between the northern states and the southern states.

- The student tells the story of women's suffrage efforts in the mid-19th century.

- 5.SS.8. The student demonstrates knowledge of the American Civil War and Reconstruction.

  - The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Civil War.

  - The student explains Abraham Lincoln's view of the war as an effort both to prove that a people could govern themselves on the principle that "all men are created equal," and to preserve the Union that was founded on this truth.

  - The student reads and discusses the meaning of Abraham Lincoln's Gettysburg Address.

  - The student tells the story of and explains the reasons why the Union won the Civil War, including the battles of Antietam, Vicksburg, and Gettysburg.

  - The student explains the different effects of the Civil War in the North and the South.

  - The student explains the successes of Reconstruction, including the Reconstruction Amendments and the election of freedmen to government offices, and its failures in renewed discrimination during Reconstruction and especially after the Compromise of 1877.

- 5.SS.9. The student demonstrates knowledge of the Gilded Age.

  - The student names inventions that transformed the American economy and way of life away from agrarianism in the second half of the 19th century and the early 20th century.

  - The student names the major industries that drove industrialization in the late 19th century.

  - The student explains the reasons for and origins of those who immigrated to America after the Civil War, including the cultural and economic contributions of various immigrant groups in South Dakota, and the extent to which they assimilated.

  - The student explains the Homestead Act of 1862 and the settlement of the west, especially by European immigrants and former slaves.

  - The student describes the life of pioneers in South Dakota during the late 1800s.

  - The student analyzes and defines the extent to which treaties made between the U.S. government and Native Americans were followed and broken, including the historical and contemporary effects of the Treaty of 1868 and the Agreement of 1877.

- The student tells of engagements between U.S. government forces and Native Americans in the west during and following the Civil War.

- The student tells the stories of the Battle of Little Bighorn (Battle of the Greasy Grass), the Massacre of Wounded Knee, Tȟašúȟke Witkó (Crazy Horse), Tȟatȟáŋka Íyotake (Sitting Bull), Big Foot, Red Cloud, and Black Elk.

- The student tells of the effects of boarding schools on Native Americans, including the U.S. government's enactment of compulsory attendance of Native American children and its enforcement on reservations in South Dakota.

- The student explains the kinds of discrimination against African Americans that were present in certain states in the decades following Reconstruction.

ELA

- 5.SL.2 – Summarize information presented orally.

- 5.SL.3 – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.