South Dakota High School Tour Standards

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!

9th Grade

Music

- Performing, Presenting, and Producing
    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
        - HSn.MU.Pr.4.2 Analyze how musical elements inform musical work.
        - HSn.MU.Pr.4.3 Identify expressive qualities in diverse repertoire that relate to expressive intent.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
        - HSn.MU.Pr.5.1 Apply teacher-provided criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.
    - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
        - HSn.MU.Pr.6.1 Present musical work with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.
        - HSn.MU.Pr.6.2 Demonstrate an understanding of intent as a means for connecting with an audience through musical work.
- Responding

- Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
    - HSn.MU.Re.7.2 Identify musical elements and performance practices that inform a response to selected music.
- Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
    - HSn.MU.Re.8.1 Identify musical elements and performance practices creators and performers use for expressive intent.
- Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
    - HSn.MU.Re.9.1 Using teacher-provided criteria, evaluate musical work.

- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - HSn.MU.Cn.10.1 Identify and perceive how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - HSn.MU.Cn.11.1 Identify and perceive relationships between music and the other arts, other disciplines, different contexts, and daily life.
        - HSn.MU.Cn.11.2 Identify and demonstrate different roles of performance participants in various settings.

- Social Studies
    - 9-12.WH.2 The student demonstrates knowledge and understanding of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.
        - The student identifies the six characteristics of civilizations: large population centers, monumental architecture and unique art styles, shared communication strategies, systems for administering territories, a complex division of labor, and the division of people into social and economic classes.
    - 9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.
        - The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, isolationism, and its cultural rivalry with the Chinese on the Korean Peninsula.
        - 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 the major historical events during the Protestant Reformation and

the subsequent Catholic Reformation, including their reflection in art, architecture, and politics. 9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.

- 9-12.WH.7 The student demonstrates knowledge and understanding of the French Revolution and the 19th Century.
    - The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence.
    - The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in in Europe, and the outcome of the Congress of Vienna.
    - The student describes the Second Industrial Revolution and the emerging challenges that local communities, small businesses, and workers faced.
    - The student describes the different responses to the challenges of industrialization and the growth of large corporations, including various reform efforts and socialism.
    - The student explains the colonization of Africa and Asia during the 19th Century and its effects, including developing economies and technology, the spread of Christianity, atrocities, Indian nationalism, the decline of the Manchu dynasty, Chinese nationalism, and the Meiji Restoration.
- 9-12.WH.8 The student demonstrates knowledge and understanding of the world wars and the interwar years.
    - J. The student explains the impact of National Socialism within Germany and the role of Adolf Hitler in using German democratic processes to take power, to consolidate political power within Germany, to expand Germany's borders, to conduct an industrial age war, and to carry out the Holocaust.
    - K. The student explains the general causes of World War II as well as the particular series of events that led to the outbreak of war in 1939, including the perceived injustice of the Versailles Treaty and its subsequent violations by Germany, the annexations of Austria and Czechoslovakia, the Nazi-Soviet Nonaggression Pact, and the invasions of Poland.
    - M. The student explains the physical, moral, psychological, and political effects of World War II and the emergence of the United States and the Soviet Union as superpowers.
- 9-12.WH.9 The student demonstrates knowledge and understanding of the world since World War II.
    - The student explains the major events in the decolonization of Asia, Africa, Latin America, and the Middle East
- 9-12.USH.4 The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.
    - The student describes the pre-contact Indigenous peoples of America and their

lifestyles in the millennia and centuries prior to European discovery.

- The student names one historical or present Native American tribe from each American region.

- The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art.

- The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa.

- The student describes the lifestyle, language, and culture of the Sioux within the Oceti Sakowin Oyate.

- 9-12.USH.13 The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

    - The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party.

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

    - The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts.

- 9-12.USH.15 The student demonstrates knowledge and understanding of the Gilded Age.

    - The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act.

    - The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education.

- 9-12.USH.17 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

    - The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians.

- 9-12.USH.18 The student demonstrates knowledge and understanding of the Great Depression and World War II.

    - The student explains the meaning and historical significance of the following terms and

topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence.

- 9-12.USH.20 The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.
    - The student explains why America fought the Vietnam War, particularly within the context of the Cold War.
    - The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy.

ELA

- 9-10.SL.1 – Initiate and participate effectively in discussion, propelling conversation by posing and responding to questions that relate the discussion to broader themes.
- 9-10.SL.2 – Integrate multiple sources of information presented orally, evaluating credibility and accuracy.
- 9-10.SL.3 – Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric.

10th Grade

Music

- Performing, Presenting, and Producing
    - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
        - HSn.MU.Pr.4.2 Analyze how musical elements inform musical work.
        - HSn.MU.Pr.4.3 Identify expressive qualities in diverse repertoire that relate to expressive intent.
    - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
        - HSn.MU.Pr.5.1 Apply teacher-provided criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.
    - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
        - HSn.MU.Pr.6.1 Present musical work with appropriate technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.

        - HSn.MU.Pr.6.2 Demonstrate an understanding of intent as a means for connecting with an audience through musical work.

- Responding
    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.
        - HSn.MU.Re.7.2 Identify musical elements and performance practices that inform a response to selected music.
    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.
        - HSn.MU.Re.8.1 Identify musical elements and performance practices creators and performers use for expressive intent.
    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.
        - HSn.MU.Re.9.1 Using teacher-provided criteria, evaluate musical work.
- 1.SS.8. The student demonstrates knowledge of European exploration and settlement of what would become the United States.
- Connecting
    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.
        - HSn.MU.Cn.10.1 Identify and perceive how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
    - Anchor Standard K-12.Cn.11: Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding.
        - HSn.MU.Cn.11.1 Identify and perceive relationships between music and the other arts, other disciplines, different contexts, and daily life.
        - HSn.MU.Cn.11.2 Identify and demonstrate different roles of performance participants in various settings.

Social Studies

- 9-12.WH.2 The student demonstrates knowledge and understanding of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.
    - The student identifies the six characteristics of civilizations: large population centers, monumental architecture and unique art styles, shared communication strategies, systems for administering territories, a complex division of labor, and the division of people into social and economic classes.
- 9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.
    - The student explains the origins and major historical events of the French Revolution,

including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence.

- The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in in Europe, and the outcome of the Congress of Vienna.

- The student describes the Second Industrial Revolution and the emerging challenges that local communities, small businesses, and workers faced.

- The student describes the different responses to the challenges of industrialization and the growth of large corporations, including various reform efforts and socialism.

- The student explains the colonization of Africa and Asia during the 19th Century and its effects, including developing economies and technology, the spread of Christianity, atrocities, Indian nationalism, the decline of the Manchu dynasty, Chinese nationalism, and the Meiji Restoration.

- 9-12.WH.8 The student demonstrates knowledge and understanding of the world wars and the interwar years.

  - J. The student explains the impact of National Socialism within Germany and the role of Adolf Hitler in using German democratic processes to take power, to consolidate political power within Germany, to expand Germany's borders, to conduct an industrial age war, and to carry out the Holocaust.

  - K. The student explains the general causes of World War II as well as the particular series of events that led to the outbreak of war in 1939, including the perceived injustice of the Versailles Treaty and its subsequent violations by Germany, the annexations of Austria and Czechoslovakia, the Nazi-Soviet Nonaggression Pact, and the invasions of Poland.

  - M. The student explains the physical, moral, psychological, and political effects of World War II and the emergence of the United States and the Soviet Union as superpowers.

- 9-12.WH.9 The student demonstrates knowledge and understanding of the world since World War II.

  - The student explains the major events in the decolonization of Asia, Africa, Latin America, and the Middle East.

- 9-12.USH.4 The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.

  - The student describes the pre-contact Indigenous peoples of America and their lifestyles in the millennia and centuries prior to European discovery.

  - The student names one historical or present Native American tribe from each American region.

  - The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art.

    - The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa.

    - The student describes the lifestyle, language, and culture of the Sioux within the Oceti Sakowin Oyate.

- 9-12.USH.13 The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

    - The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party.

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

    - The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts.

- 9-12.USH.15 The student demonstrates knowledge and understanding of the Gilded Age.

    - The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act.

    - The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education.

- 9-12.USH.17 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

    - The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians.

- 9-12.USH.18 The student demonstrates knowledge and understanding of the Great Depression and World War II.

    - The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence.

- 9-12.USH.20 The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.

    - The student explains why America fought the Vietnam War, particularly within the

context of the Cold War.

- The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy.

ELA

- 9-10.SL.1 – Initiate and participate effectively in discussion, propelling conversation by posing and responding to questions that relate the discussion to broader themes.
- 9-10.SL.2 – Integrate multiple sources of information presented orally, evaluating credibility and accuracy.
- 9-10.SL.3 – Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric.

11th Grade

Music

- Performing, Presenting, and Producing
  - Anchor Standard K-12.Pr.4: Select, analyze, and interpret artistic ideas and work for presentation.
    - HSi.MU.Pr.4.2 Analyze how musical elements, performance practices, and purpose inform musical work.
    - HSi.MU.Pr.4.3 Identify, interpret, and demonstrate expressive qualities in diverse repertoire that relate to expressive intent.
  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.
    - HSi.MU.Pr.5.1 Apply collaboratively-developed criteria for self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.
  - Anchor Standard K-12.Pr.6: Convey meaning through the presentation of artistic ideas and work.
    - HSi.MU.Pr.6.1 Present musical work with refined technical accuracy and expressive qualities through individual and ensemble performances of a diverse repertoire.
    - HSi.MU.Pr.6.2 Demonstrate an awareness of the context of music through musical work.
- Responding
  - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.

        - HSi.MU.Re.7.2 Identify and explain how context, musical elements and performance practices inform a response to selected music.

    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.

        - HSi.MU.Re.8.1 Identify and explain how musical elements and performance practices are used for expressive intent by creators and performers.

    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.

        - HSi.MU.Re.9.1 Using personally and collaboratively-developed criteria, evaluate musical work.

- Connecting

    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.

        - HSi.MU.Cn.10.1 Analyze and characterize how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

        - HSi.MU.Cn.11.1 Analyze and characterize relationships between music and the other arts, other disciplines, different contexts, and daily life.

        - HSi.MU.Cn.11.2 Analyze and demonstrate different roles of performance participants in various settings.

Social Studies

- 9-12.WH.2 The student demonstrates knowledge and understanding of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

    - The student identifies the six characteristics of civilizations: large population centers, monumental architecture and unique art styles, shared communication strategies, systems for administering territories, a complex division of labor, and the division of people into social and economic classes.

- 9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.

    - The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, isolationism, and its cultural rivalry with the Chinese on the Korean Peninsula.

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

- 9-12.WH.7 The student demonstrates knowledge and understanding of the French Revolution and the 19th Century.
    - The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence.
    - The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in in Europe, and the outcome of the Congress of Vienna.
    - The student describes the Second Industrial Revolution and the emerging challenges that local communities, small businesses, and workers faced.
    - The student describes the different responses to the challenges of industrialization and the growth of large corporations, including various reform efforts and socialism.
    - The student explains the colonization of Africa and Asia during the 19th Century and its effects, including developing economies and technology, the spread of Christianity, atrocities, Indian nationalism, the decline of the Manchu dynasty, Chinese nationalism, and the Meiji Restoration.
- 9-12.WH.8 The student demonstrates knowledge and understanding of the world wars and the interwar years.
    - J. The student explains the impact of National Socialism within Germany and the role of Adolf Hitler in using German democratic processes to take power, to consolidate political power within Germany, to expand Germany's borders, to conduct an industrial age war, and to carry out the Holocaust.
    - K. The student explains the general causes of World War II as well as the particular series of events that led to the outbreak of war in 1939, including the perceived injustice of the Versailles Treaty and its subsequent violations by Germany, the annexations of Austria and Czechoslovakia, the Nazi-Soviet Nonaggression Pact, and the invasions of Poland.
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- 9-12.WH.9 The student demonstrates knowledge and understanding of the world since World War II.
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- 9-12.USH.4 The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.
    - The student describes the pre-contact Indigenous peoples of America and their lifestyles in the millennia and centuries prior to European discovery.
    - The student names one historical or present Native American tribe from each American region.

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- 9-12.USH.13 The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

    - The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party.

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

    - The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts.

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    - The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act.

    - The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education.

- 9-12.USH.17 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

    - The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians.

- 9-12.USH.18 The student demonstrates knowledge and understanding of the Great Depression and World War II.

    - The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence.

- 9-12.USH.20 The student demonstrates knowledge and understanding of America surrounding

the Vietnam War and the cultural revolution.

- The student explains why America fought the Vietnam War, particularly within the context of the Cold War.

- The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy.

ELA

- 11-12.SL.1 – Initiate and participate effectively in discussion, incorporating evidence and probing reasoning.

- 11-12.SL.2 – Integrate multiple sources of orally-presented information to make informed decisions, evaluating credibility and accuracy.

- 11-12.SL.3 – Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing stance, premises, and tone.

12th Grade

Music

- Performing, Presenting, and Producing

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

    - HSa.MU.Pr.4.1 Develop and apply criteria to select diverse repertoire, performers' musicianship skills, and setting and purpose of performance.

    - HSa.MU.Pr.4.2 Analyze how musical elements, performance practices, purpose, and context inform musical work.

    - HSa.MU.Pr.4.3 Analyze, interpret, and demonstrate context and expressive intent in diverse repertoire.

  - Anchor Standard K-12.Pr.5: Develop and refine artistic ideas and work for presentation.

    - HSa.MU.Pr.5.1 Apply personally and collaboratively developed criteria in response to self-reflection and peer feedback to refine and evaluate individual and ensemble musical work of diverse repertoire.

  - 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.

        - HSa.MU.Pr.6.1 Present musical work with mature technical accuracy and apply expressive intent through individual and ensemble performances of a diverse repertoire.

        - HSa.MU.Pr.6.2 Demonstrate an ability to connect with audience members while engaging with them during musical work.

- Responding

    - Anchor Standard K-12.Re.7: Perceive and analyze artistic ideas and work.

        - HSa.MU.Re.7.1 Use collaborative research and personally-developed criteria to justify choices made when selecting music, citing musical elements, performance practices, and individual and ensemble purpose and context.

        - HSa.MU.Re.7.2 Explain and demonstrate how context, musical elements, performance practices, and personal decisions inform a response to selected music.

    - Anchor Standard K-12.Re.8: Interpret intent and meaning in artistic ideas and work.

        - HSa.MU.Re.8.1 Justify personal-interpretations of creators' and performers' expressive intent by comparing and synthesizing varied researched sources.

    - Anchor Standard K-12.Re.9: Apply criteria to evaluate artistic ideas and work.

        - HSa.MU.Re.9.1 Justify, using personally and collaboratively developed criteria, the evaluation of musical work.

- Connecting

    - Anchor Standard K-12.Cn.10: Synthesize related knowledge with personal experiences to make artistic work.

        - HSa.MU.Cn.10.1 Evaluate and justify how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

        - HSa.MU.Cn.11.1 Evaluate and justify relationships between music and the other arts, other disciplines, different contexts, and daily life.

        - HSa.MU.Cn.11.2 Evaluate and demonstrate different roles of performance participants in various settings.

Social Studies

- 9-12.WH.2 The student demonstrates knowledge and understanding of ancient civilizations in Asia, the Middle East, northern Africa, and the eastern Mediterranean Sea.

    - The student identifies the six characteristics of civilizations: large population centers, monumental architecture and unique art styles, shared communication strategies, systems for administering territories, a complex division of labor, and the division of people into social

and economic classes.

- 9-12.WH.5 The student demonstrates knowledge and understanding of the Late Middle Ages, the Renaissance, and the Reformation.

  - The student explains the history and features of civilizations in Japan, including Shinto and Japanese Buddhism, feudalism, shoguns, isolationism, and its cultural rivalry with the Chinese on the Korean Peninsula.

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

- 9-12.WH.7 The student demonstrates knowledge and understanding of the French Revolution and the 19th Century.

  - The student explains the origins and major historical events of the French Revolution, including the ideas of Voltaire and Jean-Jacque Rousseau, government corruption, the effects of the American Revolution on France, the role of the mob and a lack of experience in self-government, and widespread violence.

  - The student explains the events that led to the rise of Napoleon Bonaparte, his conquests in in Europe, and the outcome of the Congress of Vienna.

  - The student describes the Second Industrial Revolution and the emerging challenges that local communities, small businesses, and workers faced.
  - The student describes the different responses to the challenges of industrialization and the growth of large corporations, including various reform efforts and socialism.

  - The student explains the colonization of Africa and Asia during the 19th Century and its effects, including developing economies and technology, the spread of Christianity, atrocities, Indian nationalism, the decline of the Manchu dynasty, Chinese nationalism, and the Meiji Restoration.

- 9-12.WH.8 The student demonstrates knowledge and understanding of the world wars and the interwar years.

  - J. The student explains the impact of National Socialism within Germany and the role of Adolf Hitler in using German democratic processes to take power, to consolidate political power within Germany, to expand Germany's borders, to conduct an industrial age war, and to carry out the Holocaust.

  - K. The student explains the general causes of World War II as well as the particular series of events that led to the outbreak of war in 1939, including the perceived injustice of the Versailles Treaty and its subsequent violations by Germany, the annexations of Austria and Czechoslovakia, the Nazi-Soviet Nonaggression Pact, and the invasions of Poland.

  - M. The student explains the physical, moral, psychological, and political effects of World War II and the emergence of the United States and the Soviet Union as superpowers.

- 9-12.WH.9 The student demonstrates knowledge and understanding of the world since World

War II.

  - The student explains the major events in the decolonization of Asia, Africa, Latin America, and the Middle East.

- 9-12.USH.4 The student demonstrates understanding of Native American peoples in North America before the arrival of Europeans and Africans.

  - The student describes the pre-contact Indigenous peoples of America and their lifestyles in the millennia and centuries prior to European discovery.

  - The student names one historical or present Native American tribe from each American region.

  - The student describes the similarities and differences between historical Native American tribes from two different American regions, including their lifestyles, warfare, and art.

  - The student describes the lifestyle, traditional warfare, and culture of a historical or present Native American tribe from South Dakota, including but not limited to the Mandan, Sahnish (Arikara), Cheyenne, Crow, and Hidatsa.

  - The student describes the lifestyle, language, and culture of the Sioux within the Oceti Sakowin Oyate.

- 9-12.USH.13 The student demonstrates knowledge and understanding of the growing sectional divide in the United States, especially regarding the practice of slavery.

  - The student explains the reasons for and origins of those who immigrated to America before the Civil War, including the extent to which they assimilated, and opposition from the Know Nothing Party.

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

  - The student describes land speculation and settlement in what is now South Dakota in the 1850s and 1860s, including homesteading under the Preemption Act, Homestead Act, Timber Culture Act, and the Morrill Land-Grant Acts.

- 9-12.USH.15 The student demonstrates knowledge and understanding of the Gilded Age.

  - The student explains the reasons for and origins of those who immigrated to America after the Civil War and the extent to which they assimilated, including the cultural and economic contributions of various immigrant groups in South Dakota and national opposition to new immigration such as the Chinese Exclusion Act.

  - The student describes the day-to-day and civil life of pioneers and immigrants in South Dakota during the late 1800s, including their cultural heritage, the Dakota Boom, the Statehood movement, the capitol fight, and General William H. Beadle's leadership for education.

- 9-12.USH.17 The student demonstrates knowledge and understanding of World War I and the Roaring Twenties.

    - The student explains the origins and main ideas of the Harlem Renaissance as well as the Jazz style of music, including Jazz's origins and major musicians.

- 9-12.USH.18 The student demonstrates knowledge and understanding of the Great Depression and World War II.

    - The student explains the meaning and historical significance of the following terms and topics: Dust Bowl, Social Security Act, gulag archipelago, Munich Crisis, Bataan Death March, Japanese American internment, Tuskegee Airmen, Navajo Code Talkers, Lakota Code Talkers, genocide, Yalta and Potsdam conferences, and the Manhattan Project, and E.O. Lawrence.

- 9-12.USH.20 The student demonstrates knowledge and understanding of America surrounding the Vietnam War and the cultural revolution.

    - The student explains why America fought the Vietnam War, particularly within the context of the Cold War.

    - The student tells the stories and explains the effects of major military events, figures, and common soldiers from the Vietnam War, including the issue of conscription, why it was difficult, both militarily and domestically, for the United States to achieve complete victory in Vietnam, and stories of soldiers from South Dakota and the Oceti Sakowin Oyate, including those of Michael J. Fitzmorris, Leo Thorsness, and William E. DePuy.

ELA

- 11-12.SL.1 – Initiate and participate effectively in discussion, incorporating evidence and probing reasoning.

- 11-12.SL.2 – Integrate multiple sources of orally-presented information to make informed decisions, evaluating credibility and accuracy.

- 11-12.SL.3 – Evaluate a speaker's point of view, reasoning, intended audience, and use of evidence and rhetoric, assessing stance, premises, and tone.