Content Curriculum Standards

MUSIC STANDARDS

1. Students will use the performance of music as a means for creative expression and communication.
2. Students will communicate their thoughts and ideas through the creation of music.
3. Students will read and notate music.
4. Students will listen to, analyze, and evaluate music.
5. Students will understand music's relationship to society, the other arts, disciplines outside the arts, history, and culture.

Standard Four: Listening

Students will listen to, analyze, and evaluate music.

RATIONALE: Listening to, analyzing, and evaluating music are important building blocks of musical learning. These skills expand musical appreciation, expression, and the justification of musical preferences, leading to knowledgeable consumers and supporters of music. They also provide a foundation for critical thinking.

Indicator:
1. Students will listen to, analyze, and describe music.

9-12 Benchmarks

Achievement Standard, Proficient: Students will

a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices

b. demonstrate understanding of the technical vocabulary of music.

Achievement Standard, Advanced: Students will

a. compare ways in which the elements of music and expressive devices are used in works of the same genre or style.

Indicator:
2. Students will evaluate music and music performances.
9 - 12 Benchmarks

Achievement Standard, Proficient: Students will

a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music

b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Achievement Standard, Advanced:
Students will

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical elements it uses to evoke feelings and emotions.

Standard Five: Understanding Relationships

Students will understand music’s relationship to society, the other arts, disciplines outside the arts, history, and culture.

RATIONALE: Integration of other disciplines with music helps students see relevance and connections among all curricular areas. Music is a frame of reference for the culture and environment which created it. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. By understanding the cultural and historical forces that shape social attitude and behaviors, students are better prepared to live in communities that are increasingly multicultural. Through an understanding of others, we increase our understanding of self.

Indicator:
1. Students will understand relationships between music, the other arts, and disciplines outside the arts.

9 - 12 Benchmarks
Achievement Standard, Proficient: Students will

a. explain and cite examples of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
Achievement Standard, Advanced: Students will
d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

**Indicator:** Students will understand music in relation to history and culture.

**5 - 8 Benchmarks**

Students will

a. describe distinguishing characteristics of representative music genres and styles

b. from a variety of cultures and ethnic groups

c. classify a variety of musical works by genre, style, and culture and explain the characteristics that cause each work to be considered exemplary

d. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

**9 - 12 Benchmarks**

Achievement Standard, Proficient: Students will

a. classify by genre or style and by historical period or culture, or ethnic group, aural examples of music and explain the reasoning behind their classification

b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced: Students will

a. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context

b. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS 9-12**
Core High School U.S. History Standards, Supporting Skills, and Examples

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

**9-12. US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.**

- Identify and explain the transition of the U.S. from an agrarian society to an industrial nation.
  - Examples: urbanization/industrialization/immigration
  - Examples: key people-Thomas Edison, Henry Ford, Wright brothers
- Identify and explain the causes and impact of Western Expansion in relation to the settlements of the great plains.
  - Examples: Homestead Act (1862), Railroad Expansion, Mining Frontier, Open Range, Morrill Act (1862)

**9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.**

Examples: American Revolution, Westward Movement, Civil War/Reconstruction

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

**9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.**

**9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.**

- Native Americans and reservation system
- Railroad, farming, livestock, and mining patterns
- Settlements according to nationality and religion
  - Examples: German, Swedes, Norwegians, Bohemians, Czech, Dutch, etc.
  - Examples: Hutterite, Mennonite, etc.
Core High School U.S. History
Performance Descriptors

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>High school students performing at the advanced level: relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.</td>
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<tr>
<td>Proficient</td>
<td>High school students performing at the proficient level: explain the cause-effect relationships and legacy that distinguish significant historical periods and relationships; describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.; identify the influences of groups on settlement patterns of South Dakota and the Great Plains Region.</td>
</tr>
<tr>
<td>Basic</td>
<td>High school students performing at the basic level: identify groups who influenced the settlement of South Dakota; given historical periods, sequence events.</td>
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U. S. HISTORY STANDARDS
9-12

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.
Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

<table>
<thead>
<tr>
<th>Core HS Standards</th>
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<tbody>
<tr>
<td>9-12.US.2.1. (Analysis) Describe the causes and effects of interactions between the U.S. government and Native American cultures.</td>
</tr>
<tr>
<td>9-12.US.2.2. (Application) Describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</td>
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<tr>
<td>9-12.US.2.3. (Knowledge) Identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</td>
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<tr>
<td>9-12.US.2.1A. (Evaluation) Evaluate the significance of interactions between the U.S. government and diverse cultures in relation to cultural preservation versus cultural assimilation.</td>
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