



Standards Met by *Let Freedom Swing!*

NATIONAL

The National standards met by *Let Freedom Swing!* are [located here](#).¹

National Council for the Social Studies Standards:

I. **Culture** – Social studies programs should include experiences that provide for the study of culture and cultural diversity.

II. **Time, Continuity, and Change** – Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

III. **People, Places, and Environments** — Social studies programs should include experiences that provide for the study of people, places, and environments.

IV. **Individual Identity and Development** — Social studies programs should include experiences that provide for the study of individual development and identity.

V. **Individuals, Groups, and Institutions** – Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

VI. **Power, Authority, and Governance** – Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

VII. **Civic Ideals and Practices** – Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

National Association for Music Education Standards:

Standard 6: **Listening to, analyzing, and describing music.**

Standard 9: **Understanding music in relation to history and culture.**

¹ As compiled by Jazz at Lincoln Center Education Department.

STATE

Ohio Department of Education K-12 Social Studies Standards:

The full Ohio Department of Education K-12 Social Studies Standards are [located here](#).

Ohio Department of Education K-12 Social Studies – American History: Historical Thinking and Skills

4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Ohio Department of Education K-12 Social Studies – American History: Historic Documents

5. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.

9. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States.

Ohio Department of Education K-12 Social Studies – American History: Industrialization and Progressivism (1877-1920)

12. Immigration, internal migration and urbanization transformed American life.

Ohio Department of Education K-12 Social Studies – American History: Prosperity, Depression and the New Deal (1919-1941)

19. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

Ohio Department of Education K-12 Music Standards:

The full Ohio Department of Education K-12 Music Standards are [located here](#).

Ohio Department of Education K-12 Music – Progress Points

Let Freedom Swing! applies all of the following Ohio Department of Education K-12 Music Progress Points, employing them as applicable/relevant to various age levels through the cognitive & creative learning processes of **Creating (CE)**, **Production/Performing (PR)** and **Responding/Reflection (RE)**.

Ohio Department of Education K-12 Music – Progress Points, ctd.

Grades 6-7-8

- A. Analyze, practice and perform a musical selection independently or collaboratively with technical accuracy and expression.** (playing as applicable to CCM and *LFS!* student participants)
- C. Apply problem-solving and critical thinking skills to music listening and performing by adapting music to fit the context, story, setting and medium.** (as applicable)
- D. Classify and describe composers and historical musical periods, including classical popular and traditional American music and musical and cultural blends.**
- E. Compare and contrast ways that the subject matter in musical selections relates to other disciplines.**

Grades 9-12

- A. Develop vocal and/or instrumental solo and/or ensemble performance skills to include performance through traditional classical and other notations (e.g. chord symbols in jazz).** (as applicable)
- C. Develop, analyze and apply appropriate criteria to evaluating pieces of music and musical performances within and outside the classroom.** (as applicable)
- E. Recognize the roles of vocational and avocational musicians in learning, creating and performing across history and cultures, with a focus on the function of music in society.**
- F. Apply study, performance and collaborative skills learned and used in music to other arts and non-arts subject areas.**