



## Priority Standards by Grade Level

### Literacy: Grade 8

#### Reading Literature

- 8.RL.1** Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
- 8.RL.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.
- 8.RL.3** Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.
- 8.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 8.RL.6** Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.

#### Reading Informational Text

- 8.RI.1** Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.
- 8.RI.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.
- 8.RI.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
- 8.RI.6** Determine an author's perspective, and/or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- 8.RI.7** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

#### Writing

- 8.W.1** Write arguments to support claims with clear reasons and relevant evidence.
- 8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 8.W.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 8.W.5** With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### Language

- 8.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 8.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8.L.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- 8.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

#### Speaking & Listening

- 8.SL.2** Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.
  - 8.SL.4** Present claims and/or findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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## Mathematics: Grade 8

### The Number System

- 8.NS.A.1** Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational.

### Expressions & Equations

- 8.EE.A.2** Use square root and cube root symbols to represent solutions to equations of the form  $x^2 = p$  and  $x^3 = p$ , where  $p$  is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that  $\pi$  is irrational.
- 8.EE.B.5** Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.
- 8.EE.C.7** Solve linear equations in one variable.
- 8.EE.C.8** Analyze and solve pairs of simultaneous linear equations.
- 8.F.A.1** Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.
- 8.F.B.4** Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two  $(x, y)$  values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

### Geometry

- 8.G.A.3** Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
- 8.G.B.6** Explain a proof of the Pythagorean Theorem and its converse.

### Statistics & Probability

- 8.SP.A.3** Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.

## NGSS - Science: Grades 6-8

### Earth Space Science

#### Earth & Space Sciences

- MS.ESS1.1** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
- MS.ESS1.2** Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.
- MS.ESS1.3** Analyze and interpret data to determine scale properties of objects in the solar system.

#### History of Earth

- MS.ESS2.2** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

#### Earth's Systems

- MS.ESS2.1** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
- MS.ESS2.4** Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

#### Weather & Climate

- MS.ESS2.5** Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
- MS.ESS2.6** Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

## Life Science

### Structure, Function, & Information Processing

- MS.LS1.3** Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

### Matter & Energy in Organisms & Ecosystems

- MS.LS2.1** Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- MS.LS2.4** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

### Interdependent Relationships in Ecosystems

- MS.LS2.2** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

### Growth, Development, & Reproduction of Organisms

- MS.LS1.4** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- MS.LS1.5** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- MS.LS3.1** Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
- MS.LS4.5** Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.

### Natural Selection & Adaptation

- MS.LS4.1** Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
- MS.LS4.4** Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

## Physical Science

### Structure & Properties of Matter

- MS.PS1.1** Develop models to describe the atomic composition of simple molecules and extended structures.
- MS.PS1.4** Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

### Chemical Reactions

- MS.PS1.5** Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

### Forces & Interactions

- MS.PS2.1** Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
- MS.PS2.3** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

### Energy

- MS.PS3.1** Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
- MS.PS3.4** Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

### Waves & Electromagnetic Radiation

- MS.PS4.2** Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

## Engineering Design

- MS.ETS1.1** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions
- MS.ETS1.2** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS.ETS1.3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS.ETS1.4** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

## Social Studies: Grade 8

### Civics & Government

- 8.CG.1** Compare and contrast the Articles of Confederation to the U.S. Constitution.
- 8.CG.3** Compare and contrast how European governments and the United States government interacted with Indigenous peoples.
- 8.CG.4** Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.
- 8.CG.5** Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments, and Oregon Constitution.
- 8.CG.6** Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) and its impact on historically marginalized groups.
- 8.CG.7** Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.
- 8.CG.8** Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

### Economics

- 8.E.3** Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, Indigenous peoples, women, and children) businesses, and society.
- 8.E.4** Describe how industrialization changes production and how it creates shifts in markets.

### Financial Literacy

- 8.FL.3** Define and explain “fair lending practices” and “financial decision-making.”
- 8.FL.4** Describe how marketing and advertising can influence spending and saving decisions.

### Geography

- 8.G.1** Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).
- 8.G.2** Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.
- 8.G.3** Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.) societal decisions, and personal practices interact with the physical environment in the United States (e.g. sustainability, economics ecosystems)

### Historical Knowledge

- 8.HK.1** Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.
- 8.HK.2** Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.
- 8.HK.3** Examine the causes of westward expansion, and the resulting cultural and physical genocide of Indigenous peoples (including American Indian/Alaska Native/Native Hawaiian).
- 8.HK.4** Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, physical and mental disabilities, and class on the living histories and experiences of peoples, groups, and events.

- 8.HK.5** Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.
- 8.HK.6** Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups in Oregon, the United States, and the world.
- 8.HK.7** Critique and analyze historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples an ehnic and religious groups, and other historically marginalized individuals in the colonial and modern era.
- 8.HK.8** Examine and explain the nature of slavery in the United States, efforts of self-emancipation, the central role of slavery in the United States political and military conflict, and the lasting legacy of enslavement, Jim Crow laws, and Anti-Blackness.

#### Historical Thinking

- 8.HT.1** Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.HT.2** Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.HT.3** Analyze intersecting identities and relationships within the living histories of ethnic groups (such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups in the United States.

#### Social Science Analysis

- 8.SSA.1** Critique and analyze information (including but not limited to current events and historical sources) for point of view, historical context, distortion, bias, propaganda, and relevance (including sources with conflicting information) in order to question the dominant narratives in history.
- 8.SSA.3** Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.
- 8.SSA.4** Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

## Religion: Grade 8

#### Knowledge of the Faith

- 8.RTC.1** Students explore, profess, and reflect on our catholic faith, which is the content of God’s revelation found in sacred scripture and sacred tradition and lived out in the creed and church doctrine.

#### Liturgical Education

- 8.RTC.2** Students recognize the presence of Christ and enter into communion with him through active, full, and conscious participation in the liturgical celebrations and sacraments of the church.

#### Morality/Life in Christ

- 8.RTC.3** Students develop a moral conscience that is informed by church teachings and conformed to Christ, as modeled in a personal life of virtue and demonstrated in service of the gospel’s demands.

#### Teaching to Pray

- 8.RTC.4** Students experience and engage in Catholic expressions of prayer to deepen their relationship with God and the church.

#### The Life, Community, History of the Church

- 8.RTC.5** Students study and participate in the life and mission of the church, the Body of Christ, and the community of believers, as expressed in the Church’s origin, history, ecclesiology, the Communion of Saints and their family, the Domestic Church.

#### The Church's Missionary Life & Service

- 8.RTC.6** Students acquire and demonstrate skills to recognize their gifts from God and their vocation to share the Good News of Jesus Christ in word and deed in the world.

## Health Education: Grades 6-8

### Health Promotion & Disease Prevention

- 6-8.HE.1** Students will demonstrate the ability to identify and apply decision-making skills to enhance health promotion and disease prevention.
- 1.1 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
  - 1.2 Describe how family history can affect personal health.
  - 1.3 Describe ways to reduce or prevent injuries and other adolescent health problems.
  - 1.4 Explain how appropriate health care can promote personal health.
  - 1.5 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
  - 1.6 Examine and analyze the potential seriousness of injury or illness if engaging in unhealthy behaviors.
  - 1.7 Identify circumstances that can help or hinder healthy decision making.
  - 1.8 Determine when health-related situations require the application of a thoughtful decision-making process.
  - 1.9 Distinguish when individual or collaborative decision making is appropriate.
  - 1.10 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
  - 1.11 Predict the potential short-term impact of each alternative on self and others.
  - 1.12 Choose healthy alternatives over unhealthy alternatives when making a decision.

### Health Behavior & Influence

- 6-8.HE.2** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors in light of Catholic faith and moral values.
- 2.1 Examine how the family influences the health of adolescents.
  - 2.2 Describe the influence of culture on spiritual and health beliefs, practices, and behaviors.
  - 2.3 Describe how peers influence healthy and unhealthy behaviors.
  - 2.4 Analyze how the school and community can affect personal health practices and behaviors.
  - 2.5 Analyze how messages from media influence health behaviors.
  - 2.6 Analyze the influence of technology on personal and family health.
  - 2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
  - 2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
  - 2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
  - 2.10 Explain how school and public health policies can influence health promotion and disease prevention.

### Health Access

- 6-8.HE.3** Students will demonstrate the ability to access valid information, products, and services to enhance health reflective of Catholic morals and values.
- 3.1 Analyze the validity of health information, products, and services.
  - 3.2 Access valid health information from home, school, and community.
  - 3.3 Determine the accessibility of products that enhance health.
  - 3.4 Describe situations that may require professional health services.
  - 3.5 Locate valid and reliable health products and services.

### Interpersonal Communication

- 6-8.HE.4** Students will understand and apply interpersonal communication skills, reflective of Catholic morals and values, to enhance health and avoid or reduce health risks.
- 4.1 Apply effective verbal and nonverbal communication skills to enhance health.
  - 4.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
  - 4.3 Demonstrate effective conflict management or resolution strategies.
  - 4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

**Goal Setting**

- 6-8.HE.5** Students will demonstrate the ability to use goal-setting skills to enhance health, steeped in a Catholic world-view.
- 5.1 Assess personal health practices.
  - 5.2 Develop a goal to adopt, maintain, or improve a personal health practice.
  - 5.3 Apply strategies and skills needed to attain a personal health goal.
  - 5.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Body Systems**

- 6-8.HE.6** Students will demonstrate the knowledge of body systems and apply that to health-enhancing- behaviors to avoid or reduce health risks.
- 6.1 Explain the importance of assuming responsibility for personal health behaviors.
  - 6.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
  - 6.3 Demonstrate behaviors to avoid or reduce health risks to self and others.
  - 6.4 Explain how the systems of the body work together.

**Health Advocacy**

- 6-8.HE.7** Students will demonstrate the ability to advocate for a safe and healthy personal, family, church and community environment.
- 7.1 State a health-enhancing position on a topic and support it with accurate information.
  - 7.2 Demonstrate how to encourage and support others to make positive health choices.
  - 7.3 Work cooperatively to advocate for healthy individuals, families, churches and schools.
  - 7.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
  - 7.5 Demonstrate violence prevention and conflict resolution skills centered in the person of Jesus Christ.
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## Physical Education: Grades 6-8

### Motor Skills

- 6-8.PE.1** The physically educated individual demonstrates competency in a variety of motor skills, non- locomotor skills and movement patterns & forms.
- 1.1 Recognize and use critical elements to refine performance in selected activities.

### Tactics & Strategy

- 6-8.PE.2** The physically educated individual recognizes and applies knowledge of concepts, principals, strategies and tactics related to movement and performance.
- 2.1 Use basic offensive and defensive strategies in a modified version of a team sport and individual sport.

### Expression & Social Interaction

- 6-8.PE.3** The physically educated individual participates in physical activity for enjoyment, challenge, self- expression and social interaction.
- 3.1 Participate in individualized programs of physical activity and exercise.
- 3.2 Recognize physical activity as a vehicle of self-expression.

### Responsible Behavior

- 6-8.PE.4** The physically educated individual exhibits responsible personal, social, and cultural behavior that respects self and others as a gift from God.
- 4.1 Participate in establishing rules, procedures and etiquette that are safe and effective for specific activities/situations.
- 4.2 Handle conflicts that arise without confrontation.
- 4.3 Understand the ways that sport and dance currently influence American culture/other cultures.
- 4.4 Accept and respect the decisions made by game officials whether they are students, teachers or officials outside of school.
- 4.5 Identify social benefits of participation in physical activity.

### Fitness for Life

- 6-8.PE.5** The physically educated individual analyzes, reflects, plans, and strives for a healthy level of physical activity and fitness for life.
- 5.1 Practices principles of training and conditioning for specific physical activities.
- 5.2 Begin to develop and pursue fitness goals independently with some teacher guidance.
- 5.3 Understand and apply basic principles of training to improve physical fitness (e.g., frequency, intensity, duration and mode of exercise).
- 5.4 Create habits that will lead to a healthy level of activity and fitness.
- 5.5 Describe how varying fitness levels can inhibit or enable participation in physical activities.
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## Technology: Grades 6-8

### Empowered Learner

- 6-8.TEL.1a** Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.
- 6-8.TEL.1d** Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.

### Digital Citizen

- 6-8.TDC.2a** Students manage their digital identities and reputations within school acceptable-use policy, including demonstrating an understanding of how digital actions are never fully erasable.
- 6-8.TDC.2b** Students demonstrate and advocate for positive, safe, legal, and ethical habits when using technology and when interacting with others online.
- 6-8.TDC.2c** Students demonstrate and advocate for an understanding of used, shared, and created intellectual property.
- 6-8.TDC.2d** Students see personal data and information as gifts of God and that we are stewards of this information.

### Knowledge Constructor

- 6-8.TKC.3b** Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility, and relevance.

### Innovative Designer

- 6-8.TID.4a** Students engage in a design process and employ it to generate ideas, create innovative products, and/or meet challenges.
- 6-8.TID.4b** Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- 6-8.TID.4c** Students develop, test, and refine prototypes as part of a cyclical design process.

### Computational Thinker

- 6-8.TCT.5c** Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- 6-8.TCT.5d** Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.

### Creative Communicator

- 6-8.TCC.6a** Students select appropriate platforms and tools to create, share and communicate their work effectively.
- 6-8.TCC.6b** Students create original works or responsibly repurpose other digital resources into new creative works.

### Global Collaborator

- 6-8.TGC.7c** Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

## Music: Middle School

### MS.M.1 Nurture Personal Spirituality

- 1.a Participate in leadership roles in liturgical celebrations

### MS.M.2 Sing and Perform a variety of songs, alone and with others

- 2.a Sing independently, on pitch and in rhythm
- 2.b Sing accurately throughout their vocal ranges, with good breath control.
- 2.c Sing music written in two and three parts
- 2.j Perform a variety of pitched and unpitched instruments independently and in ensembles
- 2.k Play simple melodies and simple accompaniments

### MS.M.3 Read and Notate Music

- 3.a Read in both treble and bass clefs
- 3.b Use appropriate musical terminology when discussing music
- 3.c Demonstrate the ability to read music notation through performing
- 3.d Use technology when available

**MS.M.4 Listen to, analyze, evaluate, and describe music**

- 4.a Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progression
- 4.s Evaluate the quality and effectiveness of their own and others' performances by applying specific criteria and objectives
- 4.t Apply the class evaluation tool to personal performances and listening preferences

**MS.M.5 Improvise and compose**

- 5.a Create a simple harmonic accompaniment
- 5.b Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style
- 5.c Use technology, when available, for composing and arranging

**MS.M.6 Understand relationships between music, the arts, and other disciplines**

- 6.a Discuss ways in which the arts are similar to other subjects

**MS.M.7 Understand music in relation to history and other cultures**

- 7.a Name the composer and historical period of a familiar musical example
- 7.b Classify music from different historical periods by genre and style by its characteristics