

## NATIONAL CORE ARTS STANDARDS

### Theatre

#### KINDERGARTEN

##### CREATING

**TH:Cr1.1.K.b.** With prompting and support, use non- representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cr2-K.a.** With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

##### PERFORMING

**TH:Pr4.1.K.a.** With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Pr5.1.K.a.** With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

**TH:Pr6.1.K.a.** With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

##### RESPONDING

**TH:Re7.1.K.a.** With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Re8.1.K.b.** With prompting and support, name and describe settings in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Re9.1.K.a.** With prompting and support, actively engage with others in dramatic play or a guided drama experience ((e.g., process drama, story drama, creative drama).

##### CONNECTING

**TH:Cn10.1.K.a.** With prompting and support, identify similarities between characters and oneself in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cn11.1.K.a.** With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cn11.2.K.b.** With prompting and support, tell a short story in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).

#### GRADE 1

##### CREATING

**TH:Cr1.1.1.c.** Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story

drama, creative drama).

**TH:Cr2-1.a.** Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cr3.1.1.c.** Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

### **PERFORMING**

**TH:Pr4.1.1.a.** Describe a story's character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Pr5.1.1.a.** With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).

**TH:Pr6.1.1.a.** With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

### **RESPONDING**

**TH:Re7.1.1.a.** Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Re8.1.1.b.** Identify causes of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

**TH:Re9.1.1.c.** Compare and contrast the experiences of characters in a guided drama experience (e.g., process drama, story drama, creative drama).

### **CONNECTING**

**TH:Cn10.1.1.a.** Identify character emotions in a guided drama experience (e.g., process drama, story drama, creative drama) and relate it to personal experience.

**TH:Cn11.1.1.a.** Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cn11.2.-1.b.** Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

## **GRADE 2**

### **CREATING**

**TH:Cr1.1.2.c.** Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

**TH:Cr2-2.b.** Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cr3.1.2.c.** Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).

### **PERFORMING**

**TH:Pr4.1.2.a.** Interpret story elements in a guided drama experience (e.g.,

process drama, story drama, creative drama).

**TH:Pr5.1.2.a.** Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Pr6.1.2.a.** Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.

### **RESPONDING**

**TH:Re7.1.2.a.** Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Re8.1.2.b.** Identify causes and consequences of character actions in a guided drama experience (e.g., process drama, story drama, or creative drama).

**TH:Re9.1.2.c.** Describe how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

### **CONNECTING**

**TH:Cn10.1.2.a.** Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cn11.1.2.a.** Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).

**TH:Cn11.2.2.b.** Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience (e.g., process drama, story drama, creative drama).

## **GRADE 3**

### **CREATING**

**TH:Cr1.1.3.c.** Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

**TH:Cr2-3.b.** Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

**TH:Cr3.1.3.b.** Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

### **PERFORMING**

**TH:Pr4.1.3.b.** Investigate how movement and voice are incorporated into drama/theatre work.

**TH:Pr5.1.3.a.** Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

**TH:Pr6.1.3.a.** Practice drama/theatre work and share reflections individually and in small groups.

### **RESPONDING**

**TH:Re7.1.3.a.** Understand why artistic choices are made in a drama/theatre work.

**TH:Re8.1.3.c.** Examine how connections are made between oneself and a character's emotions in drama/theatre work.

**TH:Re9.1.3.c.** Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

### **CONNECTING**

**TH:Cn10.1.3.a.** Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

**TH:Cn11.1.3.a.** Identify connections to community, social issues and other content areas in drama/theatre work.

**TH:Cn11.2.3.a.** Explore how stories are adapted from literature to drama/theatre work.

## **MUSIC**

### **KINDERGARTEN**

#### **CREATING**

MU:Cr1.1.K.a With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr2.1.K.a With guidance, demonstrate and choose favorite musical ideas .

#### **PERFORMING**

MU:Pr4.1.K.a With guidance, demonstrate and state personal interest in varied musical selections.

MU:Pr4.2.K.c Describe how context (such as personal and social) can inform a performance.

#### **RESPONDING**

MU:Re7.1.K.a With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

MU:Re7.2.K.b Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.K.b With guidance, apply personal and expressive preferences in the evaluation of music.

#### **CONNECTING**

MU:Cn10.0.K.a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Pr4.1.K.a With guidance, demonstrate and state personal interest in varied musical selections.

MU:Cn11.0.K.a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Re9.1.K.a With guidance, apply personal and expressive preferences in the evaluation of music .

### **FIRST**

#### **CREATING**

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose

#### **PERFORMING**

MU:Pr4.1.1 a With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.1 c Explain how context (such as social and cultural ) informs a performance.

**RESPONDING**

MU:Re7.1.1 a With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re9.1.1 a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

**CONNECTING**

MU:Cn10.0.1 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**SECOND**

**PERFORMING**

MU:Pr4.1.2 a Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MU:Pr4.2.2 c Explain how context (such as social, cultural, and historical) informs performances.

**RESPONDING**

MU:Re7.1.2 a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

MU:Re7.2.2 a Describe how specific music concepts are used to support a specific purpose in music.

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

**CONNECTING**

MU:Cn10.0.2 2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.2 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**THIRD**

**PERFORMING**

MU:Pr4.1.3 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose ,and context .

MU:Pr4.2.3 c Identify how cultural and historical context inform performances.

**RESPONDING**

MU:Re7.1.3 a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social ).

MU:Re9.1.3 a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

#### CONNECTING

MU:Cn10.0.3 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### COMMON CORE

#### Kindergarten

#### READING

##### Key Ideas and Details

- RL.K.1. With prompting and support, ask and answer questions about key details in a text.
- RL.K.2. With prompting and support, retell familiar stories, including key details.
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

##### Craft and Structure

- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

##### Integration of Knowledge and Ideas

- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

##### Range of Reading and Level of Text Complexity

- RL.K.10. Actively engage in group reading activities with purpose and understanding.

##### Fluency

- RF.K.4. Read emergent-reader texts with purpose and understanding.

#### WRITING

##### Text Types and Purposes

- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Production and Distribution of Writing**

- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

**Research to Build and Present Knowledge**

- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

First

READING

**Key Ideas and Details**

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major events in a story, using key details.

**Craft and Structure**

- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.6. Identify who is telling the story at various points in a text.

**Integration of Knowledge and Ideas**

- RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
- RL.1.9. Compare and contrast the adventures and experiences of characters in stories.

**Fluency**

- RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

**First**

**WRITING**

**Text Types and Purposes**

- W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing**

- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**First**

**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**Presentation of Knowledge and Ideas**

- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

**Second**

**READING**



**Key Ideas and Details**

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges.

**Craft and Structure**

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Integration of Knowledge and Ideas**

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**Fluency**

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level text orally with accuracy, appropriate rate, and expression.

**Second**

**WRITING**

**Text Types and Purposes**

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**Production and Distribution of Writing**

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

<b>Second</b>	<b>SPEAKING AND LISTENING</b>
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**Comprehension and Collaboration**

- SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**Presentation of Knowledge and Ideas**

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

<b>Third</b>	<b>READING</b>
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**Key Ideas and Details**

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of

**Craft and Structure**

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

**Fluency**

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.

<b>Third</b>	<b>WRITING</b>
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**Text Types and Purposes**

- W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Production and Distribution of Writing**

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Third**

**SPEAKING AND LISTENING**

**Comprehension and Collaboration**

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**NATIONAL HEALTH EDUCATION STANDARDS**

Grades K-2

- NHES.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- NHES.4.2.2 Demonstrate listening skills to enhance health.
- NHES.4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.
- NHES.4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

Grades 3-5

- NHES.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- NHES.4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- NHES.4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- NHES.4.5.4 Demonstrate how to ask for assistance to enhance personal health.

**HAWAII CONTENT AND PERFORMANCE STANDARDS III**

## Physical Education: MOVEMENT FORMS

**Standard 1:** Use motor skills and movement patterns to perform a variety of physical activities

- PE.K-2.1.1 Use basic locomotor skills in initial (immature) form alone, with a partner, and in small groups
- PE.K-2.1.2 Use basic non-locomotor skills in initial (immature) form alone, with a partner, and in small groups
- PE.K-2.1.3 Use basic manipulative skills in initial (immature) form alone, with a partner, and in small groups
- PE.3-5.1.1 Use locomotor and non-locomotor skills in a mature (proper) form
- PE.3-5.1.2 Use manipulative skills in a mature (proper) form
- PE.3-5.1.3 Use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills