

PRE-SCHOOL H.E.L.D.S.

Domain 1: Physical Well-Being, Health, and Motor Development

Coordinate complex movements in play and games (e.g. runs quickly, changes direction, stops and starts again, skips) (PHM.KE.a)

Domain 2: Social and Emotional Development

Communicate personal experiences or interests (SE.KE.k)

Recognize and describe own feelings (SE.KE.l)

Domain 3: Approaches to Learning

Show eagerness to learn about a variety of topics and ideas (AL/LA.KE.a)

Retell experiences in order, providing details (AL/LA.48-KE.e)

Domain 4: Cognition and General Knowledge

Science

Use the senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships (GK.KE.n)

Explore and describe various actions that can change an object's motion, such as pulling, pushing, twisting, rolling, and throwing (GK.KE.s)

Investigate, describe, and compare the characteristics that differentiate living from non-living things (GK.KE.t)

Observe and describe plants and animals as they go through predictable life cycles (GK.KE.u)

Art

Express an opinion about a work of art (GK.KE.kk)

Create characters through physical movement, gesture, sound, speech, and facial expressions (GK.KE.ss)

Develop audience skills by observing performances or artists at work in various aspects of the Arts (GK.KE.tt)

Domain 5: English Language Arts and Literacy

Reading

Identify characters and recall major events in a story (LA.KE.i)

Speaking and Listening

Retell experiences in order, providing details (AL/LA.48-KE.e)

NATIONAL CORE ARTS STANDARDS

Theatre

PRE-KINDERGARTEN

CREATING

TH: Cr1.1.PK.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-PK.b. With prompting and support, express original ideas in dramatic

play or a guided drama experience (e.g., process drama, story drama, creative drama).

PERFORMING

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

TH: Pr5.1.PK.a. With prompting and support, understand that imagination is fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).

RESPONDING

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

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

CONNECTING

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

TH: Cn11.2.PK.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).

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).

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.

NEXT GENERATION SCIENCE STANDARDS

K-ESS2-2 Earth's Systems

Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs

K-ESS3-3 Earth and Human Activity

Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

NATIONAL HEALTH EDUCATION STANDARDS

Grades K-2

Standard 4: Interpersonal Communication Standard Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- NHES.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- NHES.4.2.2 Demonstrate listening skills to enhance 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