

NATIONAL CORE ARTS STANDARDS

Theatre

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:Cn11.2.2.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.

GRADE 4

CREATING

TH:Cr1.1.4.c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

TH:Cr2-4.b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

PERFORMING

TH:Pr4.1.4.b. Make physical choices to develop a character in a drama/theatre work.

TH:Pr5.1.4.a. Practice selected exercises that can be used in a group setting for drama/theatre work.

RESPONDING

TH:Re8.1.4.b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

TH:Re9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.

CONNECTING

TH:Cn10.1.4.a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

TH:Cn11.1.4.a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

GRADE 5

CREATING

TH:Cr.1.1.5.a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.

TH:Cr2-5.a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

PERFORMING

TH:Pr4.1.5.b. Use physical choices to create meaning in a drama/theatre work.

TH:Pr6.1.5.a. Present drama/theatre work informally to an audience.

RESPONDING

TH:Re7.1.5.a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

TH:Re8.1.5.b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

CONNECTING

TH:Cn10.1.5.a. Explain how drama/theatre connects oneself to a community or culture.

TH:Cn11.1.5.a. Investigate historical, global and social issues expressed in drama/theatre work.

COMMON CORE

GRADE 2

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.

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.

SPEAKING AND LISTENING**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.

Third

READING

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.

Third

WRITING

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.

Fourth

READING

Key Ideas and Details

- RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Integration of Knowledge and Ideas

- RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Fourth

WRITING

Text Types and Purposes

- W.4.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.4.3. 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.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Fourth

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.4.2. Paraphrase portions 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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Fifth

READING

Key Ideas and Details

- RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Integration of Knowledge and Ideas

- RL.4.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Fifth

WRITING

Text Types and Purposes

- W.5.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information.
- W.5.3. 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.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Fifth

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- SL.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

HAWAII CORE STANDARDS IN SOCIAL STUDIES

Anchor Standard 5 Taking Informed Action

Grade 2

- Inquiry Standard SS.K-2.5.1 Identify problems or issues in classrooms, schools, or communities
- Inquiry Standard SS.K-2.5.2 Identify ways in which people are trying to address problems or issues in classrooms, schools, or communities

Grades 3 – 5

- Inquiry Standard SS.3-5.5.1 Identify local, regional, or global problems or issues in various times and places
- Inquiry Standard SS.3-5.5.2 Explain different ways students could work individually or in collaboration with others (e.g., other students, teachers, community and/or global organizations) to address local, regional, or global problems or issues and predict possible results of their actions

Grades 6 – 8

- Inquiry Standard SS.6-8.5.1 Identify local, regional and/or global problems or issues using interdisciplinary lenses
- Inquiry Standard SS.6-8.5.2 Examine the origins of a problem or issue and explain the challenges and opportunities faced by those trying to address it

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
- PE.6-8.1.1 Use mature (proper) movement forms appropriately in the context of modified games or activities, such as sports, dance, exercise, and gymnastics
- PE.6-8.1.2 Use combinations of movement forms in the context of modified games or activities, such as sports, dance, exercise, and gymnastics