

NATIONAL CORE ARTS STANDARDS

Theatre

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.

GRADE 6

CREATING

TH:Cr2-6.b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

TH:Cr3.1.6.b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

PERFORMING

TH:Pr4.1.6.a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

TH:Pr6.1.6.a. Adapt a drama/theatre work and present it informally for an audience.

RESPONDING

TH:Re7.1.6.a. Describe and record personal reactions to artistic choices in a drama/theatre work.

TH:Re8.1.6.b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work

CONNECTING

TH:Cn10.1.6.a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

TH:Cn11.1.6.a. Identify universal themes or common social issues and express them through a drama/theatre work.

GRADE 7**CREATING**

TH:Cr2-7.a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

TH:Cr3.1.7.b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work

PERFORMING

TH:Pr5.1.7.a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Pr6.1.7.a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.

RESPONDING

TH:Re7.1.7.a. Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.

TH:Re8.1.7.b. Describe how cultural perspectives can influence the evaluation of drama/theatre work

TH:Re9.1.7.b. Consider the aesthetics of the production elements in a drama/theatre work.

CONNECTING

TH:Cn10.1.7.a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

TH:Cn11.2.7.a. Research and discuss how a playwright might have intended a drama/theatre work to be produced.

GRADE 8**CREATING**

TH:Cr2-8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

PERFORMING

TH:Pr4.1.8.b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

TH:Pr6.1.8.a. Perform a rehearsed drama/theatre work for an audience.

RESPONDING

TH:Re8.1.8.b. Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

TH:Re9.1.8.a. Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.

CONNECTING

TH:Cn10.1.8.a. Examine a community issue through multiple perspectives in a drama/theatre work.

TH:Cn11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

COMMON CORE

GRADE 3

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 events

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.

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.

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.

GRADE 4

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.

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.

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.

GRADE 5

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.

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.

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.

GRADE 6

READING

Key Ideas and Details

- RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure

- RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

- RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

WRITING

Text Types and Purposes

- W.6.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 7

READING

Key Ideas and Details

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

Craft and Structure

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas

- RL.7.7. Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

WRITING

Text Types and Purposes

- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

GRADE 8

READING

Key Ideas and Details

- RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.8.2. 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 objective summary of the text.
- RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

- RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

- RL.8.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

- RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

WRITING

Text Types and Purposes

- W.8.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences.

Production and Distribution of Writing

- W.8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING

Comprehension and Collaboration

- SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

- SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

HAWAII CORE STANDARDS IN SOCIAL STUDIES

Anchor Standard 2 Gathering and Evaluating Sources

GRADES 3-5

- Inquiry Standard SS.3-5.2.3 Gather relevant information from multiple sources that would be helpful in addressing compelling and supporting questions

GRADES 6-8

- Inquiry Standard SS.6-8.2.1 Evaluate the credibility of a source by examining its origin, author, context, and content
- Inquiry Standard SS.6-8.2.2 Gather relevant information from credible sources representing a wide range of views

Anchor Standard 4 Communicating Conclusions

GRADES 6-8

- Inquiry Standard SS.6-8.4.1 Construct arguments and explanations using claims and evidence from multiple sources while acknowledging the strengths and limitations of the arguments
- Inquiry Standard SS.6-8.4.2 Present arguments and explanations using a variety of print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary)

Anchor Standard 5 Taking Informed Action

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

HAWAIIAN STUDIES

GRADE 4

Civics

Anchor Standard 8 Processes, Rules, and Laws

- SS.4.8.8.1 Explain the roles and responsibilities of the ali'i in governing Hawaiian society

GRADES 6-8

History

Anchor Standard 17 Change, Continuity, and Context

- SS.7HHK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society

Geography

Anchor Standard 14 Human-Environment Interaction: Place, Regions, and Culture

- SS.7HHK.2.14.4 Explain the social and environmental changes resulting from foreign influence

NATIONAL HEALTH EDUCATION STANDARDS

Standard 1: Comprehending Concepts

Grades 3-5

- NHES.1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- NHES.1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.

Grades 6-8

- NHES.1.8.1 Analyze the relationship between healthy behaviors and personal health.
- NHES.1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- NHES.1.8.3 Analyze how the environment affects personal health.
- NHES.1.8.4 Describe how family history can affect personal health.

Standard 2: Analyzing Influences

Grades 3-5

- NHES.2.5.1 Describe how the family influences personal health practices and behaviors.
- NHES.2.5.2 Identify the influence of culture on health practices and behaviors.
- NHES.2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
- NHES.2.5.4 Describe how the school and community can support personal health practices and behaviors.

Grades 6-8

- NHES.2.8.1 Examine how the family influences the health of adolescents.
- NHES.2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- NHES.2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- NHES.2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- NHES.2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- NHES.2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.

Standard 4: Interpersonal Communication

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.

Grades 6-8

- NHES.4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- NHES.4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- NHES.4.8.3 Demonstrate effective conflict management or resolution strategies.
- NHES.4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.