

NATIONAL CORE ARTS STANDARDS

Theatre

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.

COMMON CORE

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.

Sixth**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.

Sixth**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.

Sixth**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.

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

PACIFIC STUDIES

Grades 6-8

Geography

Anchor Standard 14 Human-Environment Interactions: Places, Regions, and Culture

- SS.7PI.3.14.1 Explain the social, environmental, and economic impacts of nuclear testing and militarization on Pacific Islander peoples and island environments

History

Anchor Standard 17 Change, Continuity, and Context

- SS.7PI.3.17.2 Analyze the reasons for contemporary migration of Pacific Islander populations

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.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