

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

Strand: Community and Culture

Culture

Show awareness, knowledge, and appreciation of own culture (GK.48.ff)

Talk about, compare, and explore similarities and differences in daily practices across cultures. (GK.KE.hh)

Musical

Use instruments to create rhythm and sound, imitating adults (GK.48.mm)

Sing songs in recognizable ways (GK.36-48.kk)

Sing songs imitating adults (GK.48.nn)

Play instruments using different beats, tempos, dynamics, and interpretation (GK.KE.mm)

Sing a variety of songs with repetitive phrases and rhythmic patterns independently and with others (GK.KE.nn)

Sing songs varying voice and sounds (e.g. high and low, short and long, loud and soft, or fast and slow) (GK.KE.oo)

Use an instrument to maintain a steady beat using quarter notes and quarter rests. (FA.K.2.3)

Use singing voice to echo short melodic patterns in appropriate range. (FA.K.2.1)

Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow. (FA.K.2.2)

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).

MUSIC

Pre-Kindergarten

CREATING

MU:Cr1.1.PK a With substantial guidance, explore and experience a variety of music.

MU:Cr2.1.PK a With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

b – With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

PERFORMING

MU:Pr4.1.PK a With substantial guidance, demonstrate and state preference for varied musical selections.

MU:Pr4.2.PK a With substantial guidance, explore and demonstrate awareness of musical contrasts.

MU:Pr4.3.PK a With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

MU:Pr6.1.PK a With substantial guidance, perform music with expression.

RESPONDING

MU:Re7.1.PK a With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

MU:Re7.2.PK a With substantial guidance, explore musical contrasts in music.

MU:Re8.1.PK a With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

MU:Re9.1.PK a With substantial guidance, talk about personal and expressive preferences in music.

CONNECTING

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

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

Kindergarten**CREATING**

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

b With guidance, generate musical ideas (such as movements or motives).

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

a With guidance, organize personal musical ideas using iconic notation and/or recording technology.

MU:Cr3.1.K a - With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.2.K a With guidance, demonstrate a final version of personal musical ideas to peers.

PERFORMING

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

MU:Pr4.2.K a With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .

b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

c Describe how context (such as personal and social) can inform a performance.

MU:Pr4.3.K a With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr6.1.K a With guidance, perform music with expression.

b Perform appropriately for the audience.

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 a With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

b Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re8.1.K

a With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

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.

DANCE

Pre-Kindergarten

CREATING

DA:Cr1.1.PK a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

DA:Cr3.1.PK b. Identify parts of the body and document a body shape or position by drawing a picture

PERFORMING

DA:Pr4.1.PK a. Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.

DA:Pr5.1.PK b. Move in general space and start and stop on cue while maintaining personal space.

RESPONDING

DA:Re9.1.PK a. Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.

CONNECTING

DA:Cn10.1.PK a. Recognize an emotion expressed in dance movement that is watched or performed

b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.

KINDERGARTEN

CREATING

DA:Cr2.1.K b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

DA:Cr3.1.K a. Apply suggestions for changing movement through guided improvisational experiences.

PERFORMING

DA:Pr4.1.K c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

DA:Pr5.1.K c. Move body parts in relation to other body parts and repeat and recall movements upon request.

RESPONDING

DA:Re8.1.K a. Observe movement and describe it using simple dance terminology.

CONNECTING

DA:Cn10.1.K a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.

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.

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

Grades K-2

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