

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

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

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)

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.

PERFORMING

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

MU:Pr5.1.PK c. Identify and move body parts and repeat movements upon request.

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

RESPONDING

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

CONNECTING

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).

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

PERFORMING

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

MU:Pr4.2.K.c Describe how context (such as personal and social) can inform a performance.

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

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.

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

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

MU:Re9.1.K.a With guidance, apply personal and expressive preferences in the evaluation of 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).

b. Find a different way to do several basic locomotor and non-locomotor movements.

DA:Cr2.1.PK a. Improvise dance that starts and stops on cue.

b. Engage in dance experiences moving alone or with a partner.

DA:Cr3.1.PK a. Respond to suggestions for changing movement through guided improvisational experiences.

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.

b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.

c. Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

DA:Pr5.1.PK a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.

b. Move in general space and start and stop on cue while maintaining personal space.

c. Identify and move body parts and repeat movements upon request.

DA:Pr6.1.PK a. Dance for others in a designated area or space.

RESPONDING

DA:Re.7.1.PK a. Identify a movement in a dance by repeating it.

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.

DA:Cn11.1.PK a. Show a dance movement experienced at home or elsewhere.

KINDERGARTEN

CREATING

DA:Cr1.1.K a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

DA:Cr2.1.K a. Improvise dance that has a beginning, middle, and end.

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.

b. Depict a dance movement by drawing a picture or using a symbol.

PERFORMING

DA:Pr4.1.K a. Make still and moving body shapes that show lines (for example, straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.

b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

DA:Pr5.1.K a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

c. Move body parts in relation to other body parts and repeat and recall movements upon request.

DA:Pr6.1.K a. Dance for and with others in a designated space.

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.

DA:Cn11.1.K a. Describe or demonstrate the movements in a dance that was watched or performed.

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

Standard 2: COGNITIVE CONCEPTS—Understand movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

- PE.K-2.2.1 Use basic movement concepts related to space, time, effort, and relationships (e.g., personal space, fast/slow, strong/light, under/over)
- PE.K-2.2.2 Identify basic rules for safe participation in physical activities

Standard 3: ACTIVE LIFESTYLE—Participate regularly in physical activity

- PE.K-2.3.2 Describe the social and emotional benefits of participating in physical activities