

How to Write Out Learning Standards for Hartford Performs

National Core Arts Standards

Use **Standards at a Glance** drop down menu for specific art form



NATIONAL CORE ARTS STANDARDS Dance, Media Arts, Music, Theatre And Visual Arts

What Are The Standards? Creating Performing/ Presenting/ Producing Responding Connecting

BROWSE THE HANDBOOKS: Choose Discipline (Media Arts), View the Anchor Standards, Model Cornerstone Assessments, View Student Artworks, Customize your own handbook.

National Core Arts Standards format:

Grade #: **Art Form:** **Artistic Process** and **Anchor Standard # and Description.**

Discipline Specific Performance Standard

Grade 2: Theatre: Creating: Anchor Standard 1: Generate and conceptualize artistic ideas and work. A. Propose potential new details to plot and story in a guided drama experience (e.g. process drama, story drama, creative drama).

| | | THEATRE | | | | | | | |
|--|--|--|---|---|--|---|--|--|--------------|
| Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? | | PreK | K | 1 | 2 | 3 | 4 | 5 | 6 |
| | | TH:Cr.1.1.PK. | TH:Cr.1.1.K. | TH:Cr.1.1.1. | TH:Cr.1.1.2. | TH:Cr.1.1.3. | TH:Cr.1.1.4. | TH:Cr.1.1.5. | TH:Cr.1.1.6. |
| CREATING | a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). | a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama). | a. Create roles, imagined worlds , and improvised stories in a drama/theatre work. | a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work. | a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. | a. Identify possible solutions to staging challenges in a drama/theatre work. | |
| | 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). | 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). | b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama, story drama, creative drama). | b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. | b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work. | b. Propose design ideas that support the story and given circumstances in a drama/theatre work. | b. Identify solutions to design challenges in a drama/theatre work. | |

English Language Arts - Common Core State Standards (CCSSs)

English CCSSs format:

Grade #: **Full Title:** **Anchor Text** and **Description #:** **Description**

Grade 1: Reading Standards for Literature: Key Ideas and Details #3: Describe characters, settings, and major events in a story, using key details.

Full Title

Anchor Text

Grade #

Description #: Description
Write out your selected standard(s) the exact way they are shown in the Common Core State Standards

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Literature K-5

The following standards offer a focus for instruction each year and help ensure that students are prepared for the demands of college, career, and civic life by infusing through the requirement that students read increasingly complex texts throughout their school careers. Each year's grade-specific standards and retain or further develop skills and understandings from previous grades.

| Kindergartners: | Grade 1 students: |
|--|---|
| Key Ideas and Details | |
| 1. With prompting and support, ask and answer questions about key details in a text. | 1. Ask and answer questions about key details in a text. |
| 2. With prompting and support, retell familiar stories, including key details. | 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| 3. With prompting and support, identify characters, settings, and major events in a story. | 3. Describe characters, settings, and major events in a story, using key details. |
| Craft and Structure | |
| 4. Ask and answer questions about unknown words in a text. | 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| 5. Recognize common types of texts (e.g., stories, dramas, and poems) and their unique features (e.g., how stories are narrated, how they differ from dramas). | 5. Explain major differences between books that tell the same story. |
| 6. With prompting and support, name the author and illustrator of a story and define each in telling the story. | |

Math - Common Core State Standards (CCSSs)

CCSS Math Standards format:

Grade #: **Core Subject:** **Domain:** **Standard:** **Cluster #:** **Cluster**

Grade 2: Mathematics: Operations and Algebraic Thinking: Add and Subtract within 20: Cluster #2

Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

The diagram illustrates the CCSS Math Standards format with callouts for each component:

- Domain:** Operations and Algebraic Thinking
- Grade #:** 2.OA
- Core Subject:** MATHEMATICS
- Standard:** Add and subtract within 20.
- Cluster #:** Cluster

COMMON CORE STATE STANDARDS for MATHEMATICS

Operations and Algebraic Thinking

2.OA

Standard

Add and subtract within 20.

Cluster #: Cluster

Represent and solve problems involving addition and subtraction.

1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, including drawing drawings and equations with a symbol for the unknown number to represent the problem.¹

Work with equal groups of objects to gain foundations for multiplication.

2. Fluently add and subtract within 20 using mental strategies.² By end of Grade 2, know from memory all sums of two one-digit numbers.
3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Next Generation Science Standards

Next Generation Science Standards format:

Grade #: Subject: Core Idea: Sub-idea: Disciplinary Core Ideas (DCI) statement

Grade 3: Science: Inheritance of Traits: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.: Many characteristics of organisms are inherited from their parents.

| | | |
|---|--|---|
| Core Idea | Grade # | |
| 3. Inheritance and Variation of Traits: Life Cycles and Traits | | |
| 3. Inheritance and Variation of Traits: Life Cycles and Traits | | |
| Students who demonstrate understanding can: | | |
| 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] | | |
| 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] | | |
| 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.] | | |
| 3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.] | | |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> . | | |
| Science and Engineering Practices Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none"> Develop models to describe phenomena. (3-LS1-1) Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none"> Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design | Disciplinary Core Ideas LS1.B: Growth and Development of Organisms <ul style="list-style-type: none"> Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.A: Inheritance of Traits <ul style="list-style-type: none"> Many characteristics of organisms are inherited from their parents. (3-LS3-1) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2) LS3.B: Variation of Traits <ul style="list-style-type: none"> Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1) The environment also affects the traits that an organism develops. (3-LS3-2) LS4.B: Natural Selection | Crosscutting Concepts Patterns <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1) Patterns of change can be used to make predictions. (3-LS1-1) Cause and Effect <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2) |

Sub-idea

LS3.A: Inheritance of Traits

DCI Statement – Be sure to use the statement that aligns to the sub-idea you selected above.

Connecticut Elementary and Secondary Social Studies Frameworks

CT Learning Standards for Social Studies format:

Grade #: Primary Discipline: Main Concept: Indicator #: Description

Grade 1: History: Perspectives: 1.3: Compare perspectives of people in the past to those in the present.

Grade Level

Connecticut Social Studies Frameworks | **GRADE 1** → SOCIAL STUDIES: SOCIETY AND OURSELVES

Primary Discipline

HISTORY

Change, Continuity and Context

HIST 1.1 Compare life in the past to life in the present.
HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question:

- How do past actions of people in our community still influence our community today?

Supporting Questions:

- Why are communities constantly changing? What changes them?
- What cultures and communities were present in my town 25, 50, and 100 years ago? Do they still exist today?
- What causes people to want to change the community?

Main Concept

Perspectives

Indicator #: Description

HIST 1.3 Compare perspectives of people in the past to those in the present.

Compelling Question:

- Why does what people believe change over time?




Supporting Questions:

- How do changes in the community change what people believe?
- What happens when people do not agree?

National Health Education Standards

Grade #: Subject: **Standard # and title** and **Performance Indicator # and Description.**

Grade 6 - 8: Health: Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. 2.8.3 Describe how peers influence healthy and unhealthy behaviors.

| CDC Healthy Schools | | CDC > CDC Healthy Schools > National Health Education Standards |
|---|---|--|
| About CDC Healthy Schools | + | Standard 2 |
| School Nutrition | + |    |
| Childhood Obesity Prevention | + | Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. |
| Physical Education and Physical Activity | + | |
| Out of School Time | | |
| School Health Services | + | Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. |
| Chronic Conditions | + | |
| Local School Wellness Policy | | Performance Indicators* |
| Whole School, Whole Community, Whole Child (WSCC) | + | Pre-K-Grade 2 |
| Virtual Healthy School | + | 2.2.1 Identify how the family influences personal health practices and behaviors. |
| Tools & Resources | + | 2.2.2 Identify what the school can do to support personal health practices and behaviors. |
| Health and Academics | | 2.2.3 Describe how the media can influence health behaviors. |
| Parents for Healthy Schools | | Grades 3-5 |
| School Health Guidelines | | 2.5.1 Describe how family influences personal health practices and behaviors. |
| Data & Statistics | | 2.5.2 Identify the influence of culture on health practices and behaviors. |
| Multimedia | + | 2.5.3 Identify how peers can influence healthy and unhealthy behaviors. |
| Professional Development & Training | + | 2.5.4 Describe how the school and community can support personal health practices and behaviors. |
| E-Learning Series: Training Tools for Healthy Schools | + | 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. |
| Training Cadre | + | 2.5.6 Describe ways that technology can influence personal health. |
| School Health Index | + | Grades 6-8 |
| Physical Education Curriculum Analysis Tool | + | 2.8.1 Examine how the family influences the health of adolescents. |
| Health Education Curriculum | | 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. |
| | | 2.8.3 Describe how peers influence healthy and unhealthy behaviors. |
| | | 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. |
| | | 2.8.5 Analyze how messages from media influence health behaviors. |
| | | 2.8.6 Analyze the influence of technology on personal and family health. |
| | | 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors. |
| | | 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors. |
| | | 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. |
| | | 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention. |

S.H.A.P.E America National Standards for Physical Education

Grade #: **Subject:** **Standard # and title** and **Performance Indicator # and Description.**

Grade 4: Physical Education: Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others. S4. E2.4: Reflects on personal social behavior in physical activities.

| Standard 4 | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--|---|---|---|---|--|--|
| <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i> | | | | | | |
| S4.E1 Personal responsibility | Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E1.K) | Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1) | Practices skills with minimal teacher prompting. (S4.E1.2) | Exhibits personal responsibility in teacher-directed activities. (S4.E1.3) | Exhibits responsible behavior in independent group situations. (S4.E1.4) | Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5) |
| S4.E2 Personal responsibility | Acknowledges responsibility for behavior when prompted. (S4.E2.K) | Follows the rules and parameters of the learning environment. (S4.E2.1) | Accepts responsibility for class protocols with behavior and performance actions. (S4.E2.2) | Works independently for extended periods of time. (S4.E2.3) | Reflects on personal social behavior in physical activity. (S4.E2.4) | Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a) Exhibits respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b) |
| S4.E3 Accepting feedback | Follows instruction and directions when prompted. (S4.E3.K) | Responds appropriately to general feedback from the teacher. (S4.E3.1) | Accepts specific corrective feedback from the teacher. (S4.E3.2) | Accepts and implements specific corrective feedback from the teacher. (S4.E3.3) | Listens respectfully to corrective feedback from others (e.g., peers, adults). (S4.E3.4) | Gives corrective feedback respectfully to peers. (S4.E3.5) |