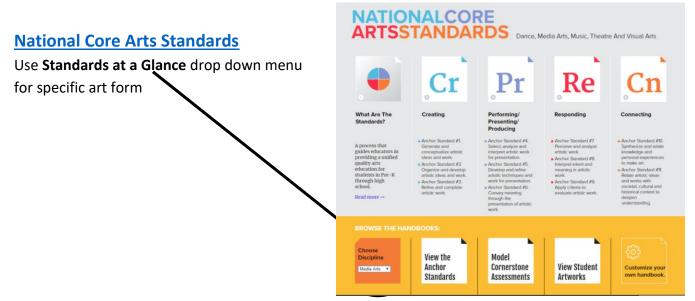


How to Write Out Learning Standards for Hartford Performs



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).

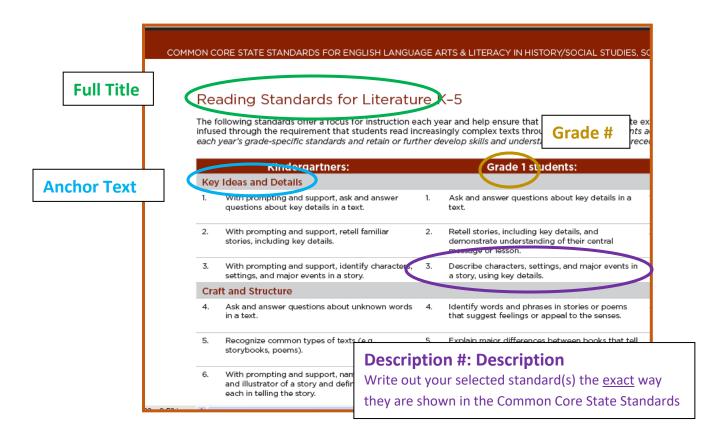
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, endury, and critical inquiry. Sential Question(s): What happens when theatre artists use their in a many one and/or learned theatre skills while engaging in creative explorate.									
EA	PreK	К	1	2	3	4	5	6		
	a. With prompting and support, transition between imagination and reality 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 charactes 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, im gined worlds, an improvised sto ies in a dr ma/theatre	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 possibl solutions to stagir challenges in a drama/theatre work.		
Envision/Conceptualize	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,	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,	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 solutio to design challeng in a drama/theatr 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.

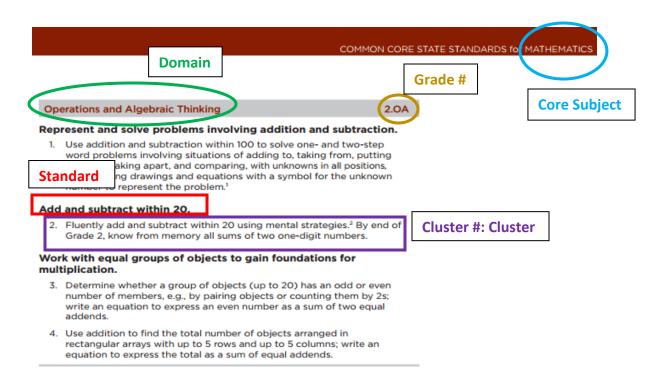


Math - Common Core State Standards (CCSSs)

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.



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.

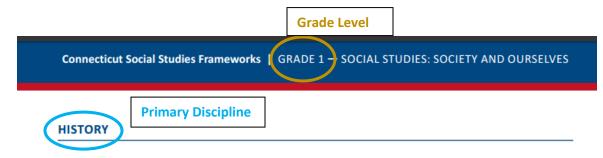
Core Idea Grade # 3. Inheritance and Variation of Traits: Life Cycles and Traits 3.Inheritance and Variation of Traits: Life Cycles and Traits students who demonstrate understanding can: 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common bir Sub-idea growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment B 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 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.1 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 A Framework for K-12 Science Education: **Science and Engineering Practices** Disciplinary Core Ideas **Crosscutting Concepts Developing and Using Models** LS1.B: Growth and Development of Organisms Patterns Modeling in 3-5 builds on K-2 experiences and progresses to Similarities and differences in patterns Reproduction is essential to the continued existence of every building and revising simple models and using models to unique and diverse can be used to sort and classify natural represent events and design solutions. life cycles. (3-LS1-1) phenomena. (3-LS3-1) Develop models to describe phenomena. (3-LS1-1) LS3.A: Inheritance of Traits Patterns of change can be used to make Analyzing and Interpreting Data Many characteristics of organisms are inherited from their predictions. (3-LS1-1) Analyzing data in 3-5 builds on K-2 experiences and progress parents. (3-LS3-1) Cause and Effect to introducing quantitative approaches to collecting data and Cause and effect relationships are ther characteristics result from individuals' int the environment, which can range from diet to learning. Many conducting multiple trials of qualitative observations routinely identified and used to explain When possible and feasible, digital tools should be used. characteristics involve both inheritance and environment. (3change. (3-LS3-2),(3-LS4-2) Analyze and interpret data to make sense of phenomena LS3-2) using logical reasoning. (3-LS3-1) LS3.B: Variation of Traits **Constructing Explanations and Designing Solutions** Different organisms vary in how they look and function Constructing explanations and designing solutions in 3-5 builds because they have different inherited information. (B-LS3-1) The environment also affects the traits that an organism on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and develops. (3-LS3-2) predict phenomena and in designing multiple solutions to design LS4.B: Natural Selection 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.



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?

Main Concept

What causes people to want to change the community?

Indicator #: Description

Perspectives

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?

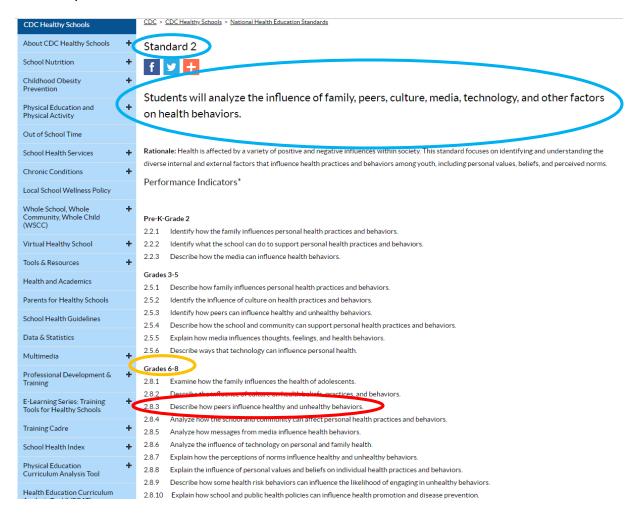
Supporting Questions:

- 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.



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						
The physically literate individual exhibits responsible personal and social behavior that respects self and others.												
S4.E1 Personal responsibility	tions 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 re- sponsibility in teach- er-directed activities. (S4.E1.3)	Exhibits responsible behavior in indepen- dent group situa- tions. (S4.E1.4)	Engages in physical activity with res- ponsible interper- sonal behavior (e.g peer to peer, stu- dent 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 en- vironment. (S4.E2.1)	Accepts responsibility for class proto- cols with behavior and performance actions. (S4.E2.2)	Works independent- ly for extended per- iods of time. (S4.E2.3)	Reflects on personal social behavior in physical activity. (S4.E2.4)	Participates with lesponsible person behavior in a variet of physical activity ontexts, environ- ments and facilities (S4.E2.5a) Exhibits respect for self with appropri- ate behavior while engaging in physics 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 feed- back from the teacher. (S4.E3.2)	Accepts and implements specific corrective feedback from the teacher. (S4.E3.3)	Listens respectfully to corrective feed- back from others (e.g., peers, adults). (S4.E3.4)	Gives corrective feedback respectfu to peers. (S4.E3.5)						

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