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 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).

<table>
<thead>
<tr>
<th>Grade #</th>
<th>Art Form: Artistic Process</th>
<th>Anchor Standard # and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Theatre: Creating</td>
<td>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).</td>
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</tbody>
</table>
# 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.

<table>
<thead>
<tr>
<th>Grade 1 students:</th>
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<tbody>
<tr>
<td>1. Ask and answer questions about key details in a text.</td>
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<tr>
<td>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
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<tr>
<td>3. Describe characters, settings, and major events in a story.</td>
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**Craft and Structure**

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Explain major differences between books that tell the same story.

6. With prompting and support, read and illustrate a story and relate the details and events in the story to those in a film with the same情节.
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.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Grade #</th>
<th>Core Subject</th>
<th>Cluster #: Cluster</th>
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<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>2.OA</td>
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<tr>
<td>Add and subtract within 20</td>
<td></td>
<td></td>
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<tr>
<td>2. Fluently add and subtract within 20 using mental strategies.</td>
<td>By end of Grade 2, know from memory all sums of two one-digit numbers.</td>
<td></td>
<td></td>
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</table>

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

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.

DGI 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.
**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.

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<td>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</td>
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**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.

**Performance Indicators**

- **Pre-K-Grade 2**
  - 2.2.1 Identify how the family influences personal health practices and behaviors.
  - 2.2.2 Identify what the school can do to support personal health practices and behaviors.
  - 2.2.3 Describe how the media can influence health behaviors.

- **Grades 3-5**
  - 2.5.1 Describe how family influences personal health practices and behaviors.
  - 2.5.2 Identify the influence of culture on health practices and behaviors.
  - 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
  - 2.5.4 Describe how the school and community can support personal health practices and behaviors.
  - 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
  - 2.5.6 Describe ways that technology can influence personal health.

- **Grades 6-8**
  - 2.8.1 Examine how the family influences the health of adolescents.
  - 2.8.2 Describe how culture influences personal health 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.

<table>
<thead>
<tr>
<th>Standard 4</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
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<tbody>
<tr>
<td>S4. E1</td>
<td>Personal responsibility</td>
<td>Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (S4.E3.K)</td>
<td>Accepts personal responsibility by using equipment and space appropriately. (S4.E1.1)</td>
<td>Practices skills with minimal teacher prompting. (S4.E1.2)</td>
<td>Exhibits personal responsibility in teacher-directed activities. (S4.E1.3)</td>
<td>Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)</td>
</tr>
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</table>
| 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) |}

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