

# *The Boy Who Cried Wolf* – 1<sup>st</sup> Grade Program

## NYS Learning Standards and Learning Objectives

### NYS Learning Standards for the Arts: Theatre

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

- **TH:Cr1.1.1**
  - a. Propose potential choices that characters could make in a guided drama experience.
  - c. Identify ways in which gestures and movement may be used to create or retell a story in a guided drama experience.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

- **TH:Cr2.1.1**
  - a. Contribute to the development of a sequential plot in a guided drama experience.

**Anchor Standard 3:** Refine and complete artistic work.

- **TH:Cr3.1.1**
  - a. Contribute to the adaptation of the plot in a guided drama experience.
  - b. Identify similarities and differences in sounds and movements in a guided drama experience.

**Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation.

- **TH:Pr4.1.1**
  - b. Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience.

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

- **TH:Pr5.1.1**
  - a. With prompting and support, identify and use voice and gesture in a guided drama experience.

**Anchor Standard 6:** Convey meaning through the presentation of artistic work.

- **TH:Pr6.1.1**
  - a. With prompting and support, communicate emotions in a guided drama experience.

**Anchor Standard 7:** Perceive and analyze artistic work.

- **TH:Re7.1.1**
  - a. Recognize when artistic choices are made in a guided drama experience.

**Anchor Standard 8:** Interpret meaning in artistic work.

- **TH:Re8.1.1**
  - a. Explain preferences and emotions in a guided drama experience.
  - b. Explain how personal emotions and choices relate to characters.

**Anchor Standard 9:** Apply criteria to evaluate artistic work.

- **TH:Re9.1.1**
  - a. Build on others' ideas in a guided drama experience.
  - c. Compare and contrast the experiences of characters in a guided drama experience.

**Anchor Standard 10:** Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

- **TH:Cn10.1.1**
  - a. Identify character emotions in a guided drama experience and relate them to personal experience.

**Anchor Standard 11:** Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- **TH:Cn11.1.1**
  - a. Apply skills and knowledge from different art forms and content areas in a guided drama experience.
- **TH:Cn11.2.1**
  - a. Identify similarities and differences in stories from one's own community in a guided drama experience.
  - b. Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience.

## **NYS Next Generation English Language Arts Learning Standards**

### **Speaking and Listening: Comprehension and Collaboration**

- **Anchor Standard 1:** Participate in collaborative conversations with diverse peers and adults ideas clearly and persuasively, and build on those of others.
  - **1SL1:** Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).
    - 1LS1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.

- 1SL1b: Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.
- 1SL1c: Ask questions to clear up any confusion about topics and texts under discussion.
- 1SL1d: Consider individual differences when communicating with others.
- **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
  - **1SL2:** Develop and answer questions about key details in diverse texts and formats.
- **Anchor Standard 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - **1SL3:** Develop and answer questions to clarify what the speaker says and identify a speaker's point of view.

## **NYS Learning Standards for Career Development and Occupational Studies**

### **Standard 1: Career Development**

- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Learning Objectives**

Students:

- Identify examples of character attributes, such as trustworthiness, responsibility, and citizenship
- Differentiate between wants and needs
- Demonstrate responsible actions
- Compare and contrast people's roles in a community
- Dramatize ensemble roles in the production