

Asia-Pacific Arts & Cultural educational outreach programs presented by East-West Center Arts Program connect to Hawai'i Content and Performance Standards III (HCPS) and Common Core State Standards (CCSS)

The content and resources presented as part of East-West Center educational outreach programs can be incorporated into classroom curriculum in order to connect to both HCPS Benchmarks and CCSS Standards. Information is presented by professionals, including guided gallery tours by our center curator and lecture-demonstrations by musicians and dancers. Gallery tours include supplementary written material to explain the content and context of the exhibition.

Here, the suggested direct links to HCPS and CCSS are listed for grades 4-12.

Hawai'i Content and Performance Standards III (HCPS): Content Area: Fine Arts Exhibitions:

Standard 1: VISUAL ARTS

Grade 4

Topic: How the Arts Communicate

Benchmark FA.4.1.3: Use properties, personal response, and research to make informed judgments about artwork

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.4.1.4: Explain how art reflects life, culture, attitudes, and beliefs of the artist

Grade 5

Topic: How the Arts are Organized

Benchmark FA.5.1.2: Analyze, using evidence, the element of space (perspective, overlapping, foreground, background) and how it is developed in works of art

Topic: How the Arts are Organized

Benchmark FA.5.1.3: Analyze, using evidence, the characteristics of representational and/or non-representational art

Topic: How the Arts are Communicated

Benchmark FA.5.1.4: Explain how an original artwork demonstrates a concept of idea from another discipline

Topic: How the Arts Communicate

Benchmark FA.5.1.5: Analyze works of art from selected historical periods

Grades 6-8

Topic: How the Arts Communicate

Benchmark FA.6-8.1.3: Use art vocabulary when evaluating intent and content of works of art

Topic: How the Arts Communicate

Benchmark FA.6-8.1.5: Describe how different elements of art and design and styles can be used to express a variety of moods, feelings, themes, and ideas

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.6-8.1.8: Analyze, using evidence, how cultural factors have affected works of art now and in the past

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.6-8.1.9: Analyze, using evidence, why specific works of art were created

Grades 9-12

Topic: How the Arts are Organized

Benchmark FA.9-12.1.1: Demonstrate how the composition of a work of art is affected by the use of elements or principles of art and design

Topic: How the Arts are Organized

Benchmark FA.9-12.1.3: Analyze, using evidence, the relationship between themes explored in the visual arts and those explored in other content areas

Topic: How the Arts Communicate

Benchmark FA.9-12.1.4: Evaluate the effectiveness of the use of elements and principles of art and design in works of art

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.9-12.1.6: Evaluate the function of artwork in different cultures, careers, and historical periods

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.9-12.1.7: Analyze common characteristics of works of art and artifacts across time periods and among cultural groups to identify influences

Standard 3: DRAMA AND THEATRE (Exhibition: “Islam, Iconography, Performance: Intangible Cultural Heritage Traditions of Malaysia”)

Grade 4

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.4.3.3: Evaluate theatrical traditions of various cultures

Grades 6-8

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.6-8.3.9: Explain the role of an audience in a theatrical production

Performances & Lecture-Demonstrations:

Standard 2: MUSIC

Grade 4

Topic: How the Arts Communicate

Benchmark FA.4.2.5: Develop criteria used to analyze a musical performance

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.4.2.6: Compare and contrast musical styles from two or more cultures

Grade 5

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.5.2.6: Compare the use of musical elements in aural examples of American music and in music from other cultures

Grades 6-8

Topic: How the Arts Communicate

Benchmark FA.6-8.2.7: Evaluate the effectiveness of a musical performance or composition

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.6-8.2.8: Compare the role of music and composers in various cultures and time periods

Grades 9-12

Topic: How the Arts Communicate

Benchmark FA.9-12.2.5: Critique music using specific criteria

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.9-12.2.6: Describe how various elements and roles in music integrate with other content areas

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.9-12.2.7: Analyze the significance of music and composers in various cultures and time periods

Ongoing Educational Outreach Program Offerings:

Standard 4: DANCE (Balinese dance workshop)

Grade 4

Topic: How the Arts are Organized

Benchmark FA.4.4.1: Combine dance elements to create a simple dance with a partner or small group

Topic: How the Arts Communicate

Benchmark FA.4.4.2: Create simple dances that communicate abstract ideas or feelings

Topic: How the Arts Communicate

Benchmark FA.4.4.3: Justify personal opinions and interpretations of works of dance

Grades 6-8

Topic: How the Arts are Organized

Benchmark FA.6-8.4.1: Use kinesthetic awareness, concentration, and focus in performing movement skills

Topic: How the Arts Communicate

Benchmark FA.6-8.4.7: Evaluate a dance using personal preferences and personal knowledge of dance composition and impact

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.6-8.4.9 Compare types of dances from different cultures and historical periods

Grades 9-12

Topic: How the Arts Shape and Reflect Culture

Benchmark FA.9-12.4.6: Apply complex steps and patterns of dances from a number of styles, genres, and cultures

Common Core State Standards (CCSS) (listed by grade)
Grade 4: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Reading Standards for Informational Text: Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide reasons that are supported by facts and details.
 - c. Link opinion and reasons using words and phrases.
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly and group related information in paragraphs and sections.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within categories of information using words and phrases.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
3. Identify the reasons and evidence a speaker provides to support particular points.

GRADE 5: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Reading Standards for Informational Text: Craft and Structure

4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 5 topic or subject area*.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses.
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly provide a general observation and focus, and group related information logically.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and link to the remarks of others.
 - d. Review the key ideas expressed and draw in light of information and knowledge gained from the discussion.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

GRADE 6: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Integration of Knowledge and Ideas

7. Integrate information presented in different media and formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues* building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, and issue under discussion.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

GRADE 7: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine two or more central ideas in a text and analyze their development over the course of a text; provide an objective summary of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d. Establish and maintain a formal style.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues* building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

GRADE 8: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Ideas

7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues* building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
 - d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

GRADES 9-10: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

6. Determine the author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

GRADES 11-12: ENGLISH LANGUAGE ARTS

READING STANDARDS

Reading Standards for Informational Text: Key Ideas and Details

2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

6. Determine an author's point of view or purpose in a text or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as a varied syntax to link the major sections of the

text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claims and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which proceeds it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from the information or explanation presented.

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all side of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

For more information, please visit the "Standards Toolkit" presented by the Hawai'i State Department of Education at: <http://standardstoolkit.k12.hi.us>