



Georgia Performance/QCC Standards for: **LA CUCARACHITA MARTINA**

Second Grade

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and museum) meet Georgia Performance Standards (GPS) and Georgia Quality Core Curriculum Standards (GA QCCS). Listed below are sample GA Performance/QCC Standards for Second Grade in Social Studies, Language Arts, Character Education and Fine Arts for all three programming areas. Access a complete list of GA Performance/QCC Standards at <http://www.georgiastandards.org/>.

I. PERFORMANCE

Here are some of the Second Grade Georgia Performance/QCC Standards met in Social Studies, Foreign Language, Language Arts, Character Education and Fine Arts when your students attend a 50-minute performance of *La Cucarachita Martina* by Teatro SEA of New York, NY:

Georgia Performance Standards – Grade 2 English/Language Arts (ELA)

LISTENING/SPEAKING/VIEWING

ELA2LSP1 The student uses oral and visual skills to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.

Georgia QCC Standards – Grade 2

Subject: Foreign Language

Strand: Spanish Second Grade

#15 – Topic: The World of the Child: Second Grade

Standard: Demonstrates an understanding of a variety of speech sources (teacher, peers, native speakers, other target language speakers, tapes, CD-ROMs and videos).

#16 – Topic: The World of the Child: Second Grade

Standard: Recognizes the target language even when spoken in a variety of dialects and respond with efforts to communicate as applicable.

#17 – Topic: The World of the Child: Second Grade

Standard: Begins to identify geographic areas where the target language is spoken.

#18 – Topic: The World of the Child: Second Grade

Standard: Identifies examples or influences of the target language and cultures in their own community.

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#19 – Topic: The World of the Child: Second Grade

Standard: Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

#20 – Topic: The World of the Child: Second Grade

Standard: Identifies selected works of art, music and literature of the target cultures.

Subject: Social Studies

Strand: Core Social Studies Skills

#14 – Topic: Information Processing

Standard: Acquires information through reading, observing and listening.

#22 – Topic: Information Processing

Standard: Distinguishes between fiction and non-fiction stories.

#28 – Topic: Civic Participation

Standard: Follows established rules. (Study trip/audience etiquette.)

#31 – Topic: Civic Participation

Standard: Shows respect toward others. (Study trip/audience etiquette.)

Subject: Language Arts

Strand: Oral Communication

#2 – Topic: Listening/Speaking

Standard: Listens to a variety of literary forms, including stories and poems.

Subject: Language Arts

Strand: Written Communication

#46 – Topic: Literature

Standard: Experiences traditional and contemporary literature through a variety of media.

#49 – Topic: Literature

Standard: Identifies literary forms (e.g., fiction, nonfiction, poetry and drama).

#50 – Topic: Literature

Standard: Discriminates between realism and fantasy.

#51 – Topic: Literature

Standard: Recognizes cultural diversity represented in literature.

Subject: Character Education

Strand: Respect for Others

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.3 – Courtesy and Cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them (as related to audience etiquette).

Subject: **Fine Arts**

Strand: Theatre Arts

#14 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates an understanding that different types of literature can be enacted.

#15 – Topic: Connections

Standard: Recognizes art forms of drama, music, dance and visual arts.

#17 – Topic: Connections

Standard: Explores content from language arts, science, math, foreign language and fine arts through dramatic activities.

#20 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Recalls and states details from dramatic presentations.

#21 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Explains personal preferences about dramatic presentations.

#25 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Demonstrates awareness of and uses school, community and professional resources for theatre experiences.

#26 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Describes the role and responsibility of the audience.

II. PUPPET-MAKING WORKSHOPS

Here are some of the Second Grade GA Performance/QCC Standards in Character Education and Fine Arts introduced when your students participate in a one-hour Create-A-Puppet Workshop where they will construct their very own *Little Roach Rod and String Puppet* and participate in a mini-lesson to compare arachnids and insects:

Subject: **Character Education**

Strand: Respect for Others

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.1 – Civility and cheerfulness: courtesy and politeness in action of speech.

11.3 – Courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them.

Subject: **Character Education**

Strand: Respect for Self

#15 – Topic: Respect for Self

Standard: Work Ethic: belief that work is good and that everyone who can, should work.

15.2 – Accomplishment: appreciation for completing a task.

15.6 – Pride: dignity; self-respect; doing one's best.

15.8 – Creativity: exhibiting an entrepreneurial spirit; inventiveness; originality; not bound by the norm.

Subject: **Fine Arts**

Strand: Visual Arts

#2 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Uses a variety of art materials and techniques to model, construct and compose original artworks.

#5 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates proper care and safe use of art materials and tools.

#7 – Topic: Connections

Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.

III. MUSEUM

Here are some of the Second Grade GA QCC Standards met in Character Education, Foreign Language, Social Studies and Fine Arts when your students tour our Special Exhibit Gallery and global puppetry Museum featuring the Center's permanent collection: *PUPPETS: The Power of Wonder*:

Subject: **Foreign Language**

Strand: Spanish Second Grade

#18 – Topic: The World of the Child: Second Grade

Standard: Identifies examples or influences of the target language and cultures in their own community.

#19 – Topic: The World of the Child: Second Grade

Standard: Identifies, compares and contrasts diverse cultural practices and products, including language, emphasizing similarities as well as differences.

#20 – Topic: The World of the Child: Second Grade

Standard: Identifies selected works of art, music and literature of the target cultures.

Subject: **Character Education**

Strand: Citizenship

#7 – Topic: Citizenship

Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one's own.

Subject: **Social Studies**

Strand: Core Social Studies Skills

#14 – Topic: Information Processing

Standard: Acquires information through reading, observing and listening.

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#28 – Topic: Civic Participation

Standard: Follows established rules. (Museum etiquette.)

Subject: **Fine Arts**

Strand: Theatre Arts

#11 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Defines the basic elements of drama: who, what, when, where and why.

Subject: **Fine Arts**

Strand: Visual Arts

#6 – Topic: Connections

Standard: Discusses how culture and environment provide inspiration for creating artworks.

#18 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Discusses why people make art.

#19 – Topic: Historical and Cultural Context

Standard: Makes statements about the functions (purposes) of particular artworks and the culture that produced them.