



Georgia Performance/QCC Standards for: LA CUCARACHITA MARTINA

Fifth 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 Fifth 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 Fifth Grade GA QCC/Performance Standards met in Social Studies, Foreign Language, Language Arts, Character Education and Fine Arts when your students attend a 60-minute performance of *La Cucarachita Martina* by Teatro SEA of New York, NY:

Georgia Performance Standards – Grade 5 English/Language Arts (ELA)

READING

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Five reading list.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization and conflict in plot.
- b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written and performed.
- c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.
- d. Relates a literary work to information about its setting (historically or culturally).

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- g. Makes perceptive and well-developed connections.
- h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

LISTENING, SPEAKING AND VIEWING

ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions and electronic media), the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which media provide a source of entertainment as well as a source of information.

Georgia QCC Standards – Grade 5

Subject: Foreign Language

Strand: Spanish Fifth Grade

#9 – Topic: The World of the Child: Fifth Grade

Standard: Retells or paraphrases main elements of a story or passage.

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

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

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

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

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

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

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

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

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

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

#21 – Topic: The World of the Child: Fifth Grade

Standard: Begins to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

#22 – Topic: The World of the Child: Fifth Grade

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

Subject: Social Studies

Strand: Core Social Studies Skills

#43 – Topic: Civic Participation

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

#44 – Topic: Civic Participation

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

Subject: Language Arts

Strand: Oral Communication

#2 – Topic: Listening/Speaking

Standard: Listens and responds to a variety of literary forms including prose, poetry and drama.

Subject: Language Arts

Strand: Written Communication

#51 – Topic: Literature

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

#55 – Topic: Literature

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

#57 – 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

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

Standard: Describes the role and responsibilities of the designer/technician in drama activities.

#20 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of the community.

#28 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Describes and demonstrates the role and responsibility of the audience.

#29 – Topic: Critical Analysis and Aesthetic Understanding

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

II. PUPPET-MAKING WORKSHOPS

Here are some of the Fifth Grade GA QCC/Performance Standards in Social Studies, 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

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

Standard: Creates artworks in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, mixed media and digital images.

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

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

III. MUSEUM

Here are some of the Fifth 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 Fifth Grade

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

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

#21 – Topic: The World of the Child: Fifth Grade

Standard: Begins to recognize underlying cultural perspectives reflected in the products and the practices of the target cultures.

#22 – Topic: The World of the Child: Fifth Grade

Standard: Identifies selected works of art, music and literature of 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

#29 – Topic: Information Processing

Standard: Gathers information through reading, listening, observing and surveying.

#32 – Topic: Information Processing

Standard: Analyzes artifacts.

#43 – Topic: Civic Participation

Standard: Follows established rules. (Museum etiquette.)

#44 – Topic: Civic Participation

Standard: Shows respect toward others. (Museum etiquette.)

Subject: Fine Arts

Strand: Theatre Arts

#20 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of a community.

#31 – Topic: Historical and Cultural Context

Standard: Demonstrates an awareness that drama comes from all cultures throughout time.

#32 – Topic: Historical and Cultural Context

Standard: Demonstrates an awareness of theatre styles from different historical periods and cultures.

Subject: Fine Arts

Strand: Visual Arts

#12 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies specific media and techniques used to produce selected artworks.

#13 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Recognizes how artists use selected subject matter, including symbols and ideas, to communicate a message.

#16 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Supports a personal position on the "big" questions about art (e.g., Why do people create art? Why are certain objects considered art and others are not considered art? How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, does that make it art?).