



Georgia Performance/QCC Standards for: **SAM THE LOVESICK SNOWMAN**

Third 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 Third 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 Third Grade Georgia Performance/QCC Standards met in Social Studies, Language Arts, Character Education and Fine Arts when your students attend a 50-minute performance of *Sam the Lovesick Snowman*:

Georgia Performance Standards – Grade 3 English/Language Arts (ELA)

LISTENING/SPEAKING/VIEWING

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

- b. Recalls, interprets and summarizes information presented orally.
- d. Listens to and views a variety of media to acquire information.

Georgia QCC Standards – Grade 3

Subject: Social Studies

Strand: Core Social Studies Skills

#24 – Topic: Information Processing

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

#32 – Topic: Information Processing

Standard: Distinguishes between fact/opinion and fiction/non-fiction.

#42 – Topic: Civic Participation

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

#43 – Topic: Civic Participation

Standard: Observes set rules of procedures. (Study trip/audience etiquette.)

Subject: Language Arts

Strand: Oral Communication

#2 – Topic: Listening/Speaking

Standard: Listens and responds to a variety of literary forms.

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Subject: **Language Arts**

Strand: Written Communication

#45 – Topic: Literature

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

#48 – Topic: Literature

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

#49 – Topic: Literature

Standard: Discriminates between realism and fantasy.

#50 – 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

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

Standard: Identifies the role of the director in drama activities.

#22 – Topic: Connections

Standard: Applies concepts and ideas from other disciplines, the basis for dramatization.

#29 – Topic: Critical Analysis and Aesthetic Understanding

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

#30 – Topic: Critical Analysis and Aesthetic Understanding

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

II. PUPPET-MAKING WORKSHOP

Here are some of the Third Grade Georgia 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 *Sam the Snowman Shadow Puppet* and participate in a mini-lesson to explore stories where inanimate objects come to life:

Subject: **Language Arts**

Strand: Oral Communication

#3 – Topic: Listening/Speaking

Standard: Follows multiple oral directions.

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

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

Standard: Produces artworks in the areas of drawing, painting, sculpture, printmaking, pottery, crafts, fiber arts and mixed media.

#6 – 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 Third Grade GA QCC/Performance Standards met in Character Education, 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: **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**

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Strand: Core Social Studies Skills

#24 – Topic: Information Processing

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

#42 – Topic: Civic Participation

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

#43 – Topic: Civic Participation

Standard: Observes set rules or procedures. (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

#16 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Discusses the purposes and functions of art in today's world.

#18 – Topic: Historical and Cultural Context

Standard: Associates artworks of a particular style with the culture from which the work was produced.

#19 – Topic: Historical and Cultural Context

Standard: Explains selected works of art as characteristic of the historical period in which each was produced.

#21 – Topic: Historical and Cultural Context

Standard: Gives examples of how technology has influenced the creation of art. (Discuss animatronic puppets in museum.)