

# SHOW STUDY GUIDE

CASA MAÑANA



FORT WORTH, TX

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# CASA MAÑANA 21/22 SEASON

.....**About Casa Mañana**

**YOU** are visiting Fort Worth's oldest, most famous live theatre! Casa Mañana began bringing live Broadway musicals to the area in 1936, but it looked a lot different from today. The original building was open-air, had a revolving stage surrounded by a moat and fountains and seated 4,000 guests!

This incredible building was unfortunately torn down, and the current geodesic dome was built in 1958. Casa Mañana was one of the country's first theatres to produce theatre for young audiences through its Children's Playhouse in 1963. It was also a pioneer in the field of theatre education and continues to be a well-respected theatre school.

Casa Mañana has brought in many famous performers and tours of popular musical theatre productions. Today, the organization produces its own shows, which means it uses its own creative team to create the look and feel of a show.

The theater holds over 1,000 people and is a thrust stage, which means that the audience can sit on three sides of the stage. At one time, the stage was in the round, which meant that people could sit on all sides of the stage to watch the show!

# STUDENT AUDIENCE ETIQUETTE

## THE OPPOSITE GAME

### TEACHERS:

Explain to students that at Casa Mañana, we need their help to make the musical production an enjoyable experience for everyone.

To do this, students must behave the way all audience members behave in any theatre.



### TELL STUDENTS THAT THERE ARE DO'S AND DON'TS IN THE THEATRE

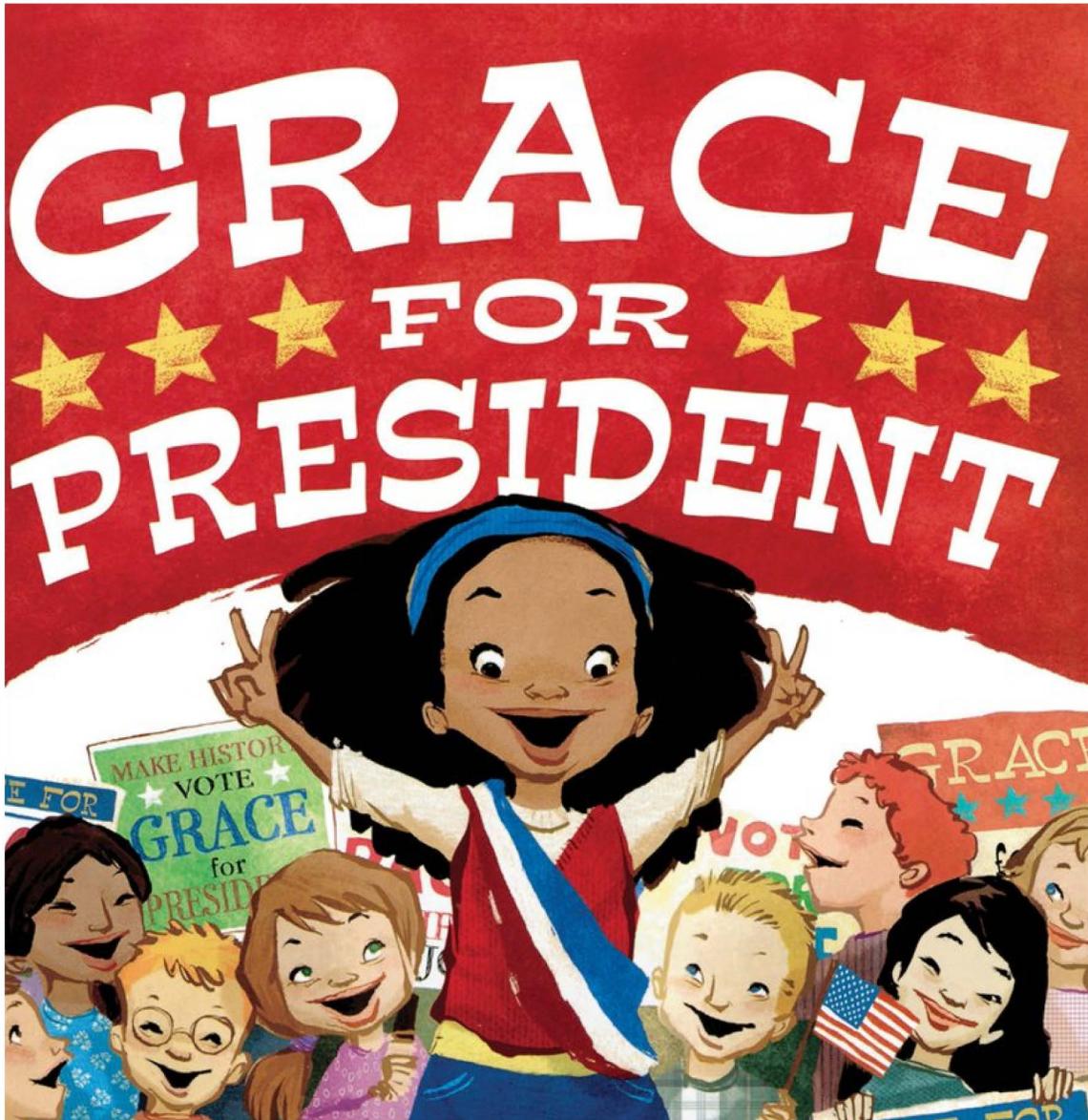
1. Share with students the **DOs** of theatre audience etiquette.
2. Share with students the **DON'Ts** of audience etiquette.
3. Have your students act out the **DOs** of audience etiquette.
4. Have your students decide what the opposite of each **DO** and **DON'T** might be and act out that opposite.
5. Have students (alone or in groups) act out each **DO** and **DON'T** and have the rest of the class guess the behavior and tell whether it is a **DO** or a **DON'T**.

### DO

BE STILL — BE QUIET  
STAY IN YOUR SEAT  
KEEP YOUR HANDS TO YOURSELF  
WATCH THE PERFORMANCE CLOSELY  
LISTEN TO WHAT THE CHARACTERS SAY  
HELP THE CHARACTERS IF THEY ASK YOU TO DO SOMETHING  
CLAP AFTER SONGS AND AFTER THE SHOW IF YOU ENJOYED YOURSELF

### DON'T

MAKE NOISES  
TOUCH THE ACTORS  
USE ELECTRONIC DEVICES  
PLAY WITH ANYTHING IN THE THEATRE  
TALK TO YOUR FRIENDS DURING THE PLAY  
TOUCH THE PERSON IN FRONT OR BEHIND YOU  
TOUCH THE PERSON NEXT TO YOU  
CHEW GUM IN THE THEATRE



## SHOW SYNOPSIS .....

When Grace Campbell's teacher reveals that the United States has never had a female president, Grace decides to be the first. And she immediately starts off her political career as a candidate in the school's mock election. But soon, she realizes that she has entered a tough race.

**ACTIVITY #1**

## A VOTE FOR VOCAB

The following vocabulary pages are all handouts that can be copied and distributed to your class.

**STEP 1:** Review the vocabulary words on the next page with your students.

**STEP 2:** Individually or in groups, have students work on the word search and crossword pages to familiarize themselves with the vocabulary used in *Grace for President*.

**CURRICULUM CONNECTIONS:**

- ELA - Vocabulary

**OBJECTIVES:**

Students will become familiar with new words used in *Grace for President*

**MATERIALS:**

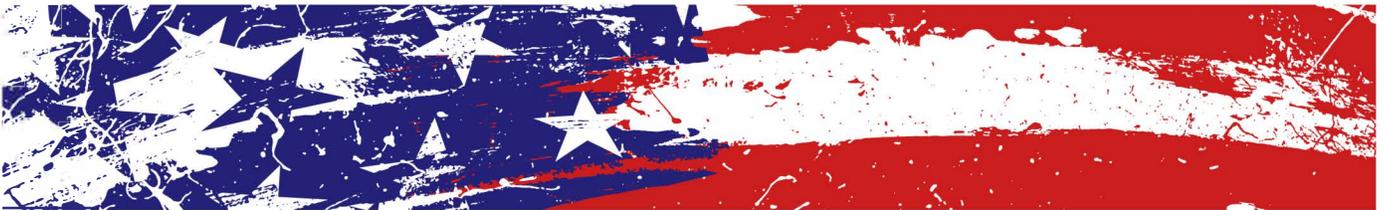
- Vocabulary handout, word search, and crossword. (next three pages in study guide)

## ACTIVITY #1

### A VOTE FOR VOCAB

You're about to witness Grace fight to make history! The words below will be used as Grace campaigns for President and her grade level prepares for an election.

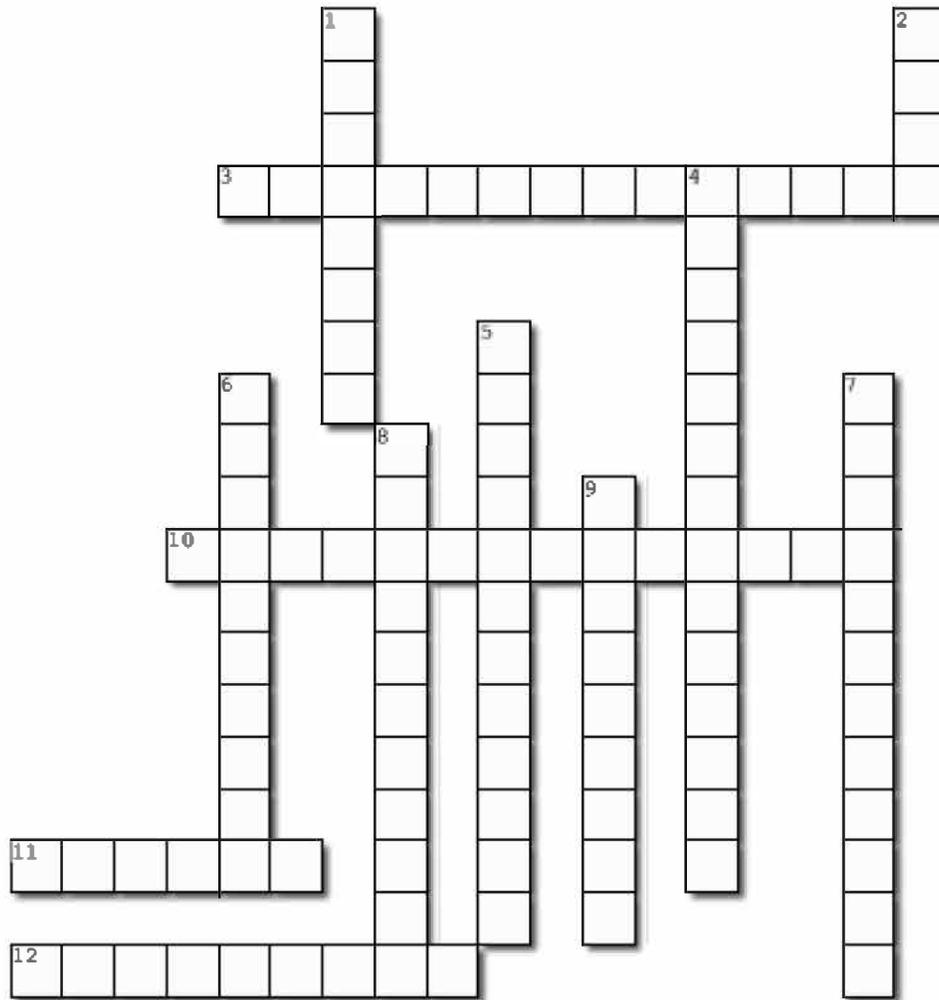
# GET TO KNOW THESE WORDS SO YOU CAN FOLLOW ALONG AND TEST YOURSELF!



1. Constituents - Noun. a person who is part of a body of voters in a specified area who elect a representative to a legislative body
2. Campaign - Verb. work in an organized and active way toward a particular goal, typically a political or social one
3. Philosophic - Adjective. rationally or sensibly calm, composed
4. Vote - Verb. when people choose one thing over another
5. Presidential - Adjective. relating to the presidency
6. Candidate - Noun. a person who seeks office
7. Qualifications - Noun. the conditions required by law or custom to hold office
8. Democracy - Noun. government by the people, exercised by voting
9. Accomplishment - Noun. anything acquired or achieved
10. Triumphant - Adjective. rejoicing over success
11. Representative - Noun. a person who represents others, usually in government
12. Rights - Noun. what the law says you can do or have

# ACTIVITY #1

## A VOTE FOR VOCAB – CROSSWORD



### ACROSS

- 3. a person who represents others, usually in government
- 10. the conditions required by law or custom to hold office
- 11. what the law says you can do or have
- 12. government by the people, exercised by voting

### DOWN

- 1. work in an organized and active way toward a particular goal, typically a political or social one
- 2. when people choose one thing over another
- 4. anything acquired or achieved
- 5. relating to the presidency
- 6. rejoicing over success
- 7. a person who is part of a body of voters in a specified area who elect a representative to a legislative body
- 8. rationally or sensibly calm, composed
- 9. a person who seeks office

**ACTIVITY #1**

A VOTE FOR VOCAB – WORD SEARCH

WORD LIST

CONSTITUENTS  
VOTE  
CANDIDATE  
ACCOMPLISHMENT

CAMPAIGN  
PRESIDENTIAL  
QUALIFICATIONS  
TRIUMPHANT

PHILOSOPHIC  
DEMOCRACY  
REPRESENTATIVE  
RIGHTS

O D B D F U D P H I L O S O P H I C Z G  
Z A H N P O G M I P X P V L J S M X M V  
L P Q C V K Z M Y A R Z S O N T Q V K O  
E W Q P O P S D E C X S I C T N U J P T  
F D U P P R I X T C M E F Z O E C K C E  
E Q A D C E F G A O C B Q R S U P A W Z  
T K L N A S E Z D M B X K N E T O G G E  
T S I F M I V S I P Q A J N D I E C Y X  
M I F L P D I T D L S P X A S O P N Z Y  
S K I M A E T F N I Z M E A U S T K Y U  
A J C X I N A S A S Y Z P D B N H S C Z  
Q D A X G T T Y C H Y C R P A O O T A J  
C U T Z N I N U T M P E L H V C D F R C  
B Q I P K A E S B E D Q P T F Z S J C P  
S D O C E L S G W N X M B F M Y A S O C  
R L N O G A E V Y T U H N E Q A A Y M J  
Q D S C M S R Y X I L P O M O T T U E R  
O O V B Z I P I R I N H S J O G F B D X  
R I G H T S E T D S T S W F X X C X E T  
Q J G J P G R X H B Q N V R J D W L A Y

## ACTIVITY #2

### PLAY BY THE BOOK



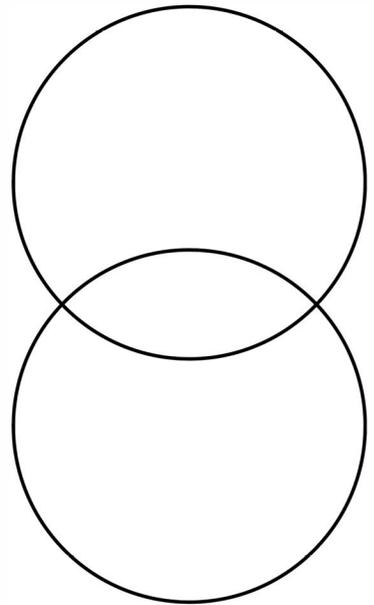
*Grace for President* is a book that was adapted and expanded for the stage! The book, written by Kelly S. DiPucchio, was adapted into a musical by Joan Cushing. Use this activity to familiarize your students with *Grace for President* and to help them analyze the similarities between an original text and its dramatic adaptation.

1. Before Seeing *Grace for President*, talk to your students about adaptation. To adapt a work means to alter the text (the book) to make it suitable for another medium (the stage).
2. Read or use the following link to listen to the book *Grace for President* by Kelly S. DiPucchio.  
<https://www.youtube.com/watch?v=MrstZhDQLs0>
3. After seeing the musical *Grace for President*, talk to your students about the similarities and differences between the book and the musical. Consider these questions:
  - What were some moments they recognized from the book?
  - Were any moments from the book NOT included in the musical?
  - What was added to the musical?
  - Did the book and the musical follow the same sequence of events?
4. Copy and distribute the **Play by the Book: Compare and Contrast** page for students to fill out.

MUSICAL

BOTH

BOOK



#### CURRICULUM CONNECTIONS:

- ELA- Writing, Reading/ Comprehension of Literary Text/ Drama, Listening/Speaking

#### OBJECTIVES:

In these activities, students will analyze the similarities and differences between an original text and its dramatic adaptation.

#### MATERIALS:

- Book or Audio for *Grace for President*
- Compare and Contrast template (following pages of study guide)

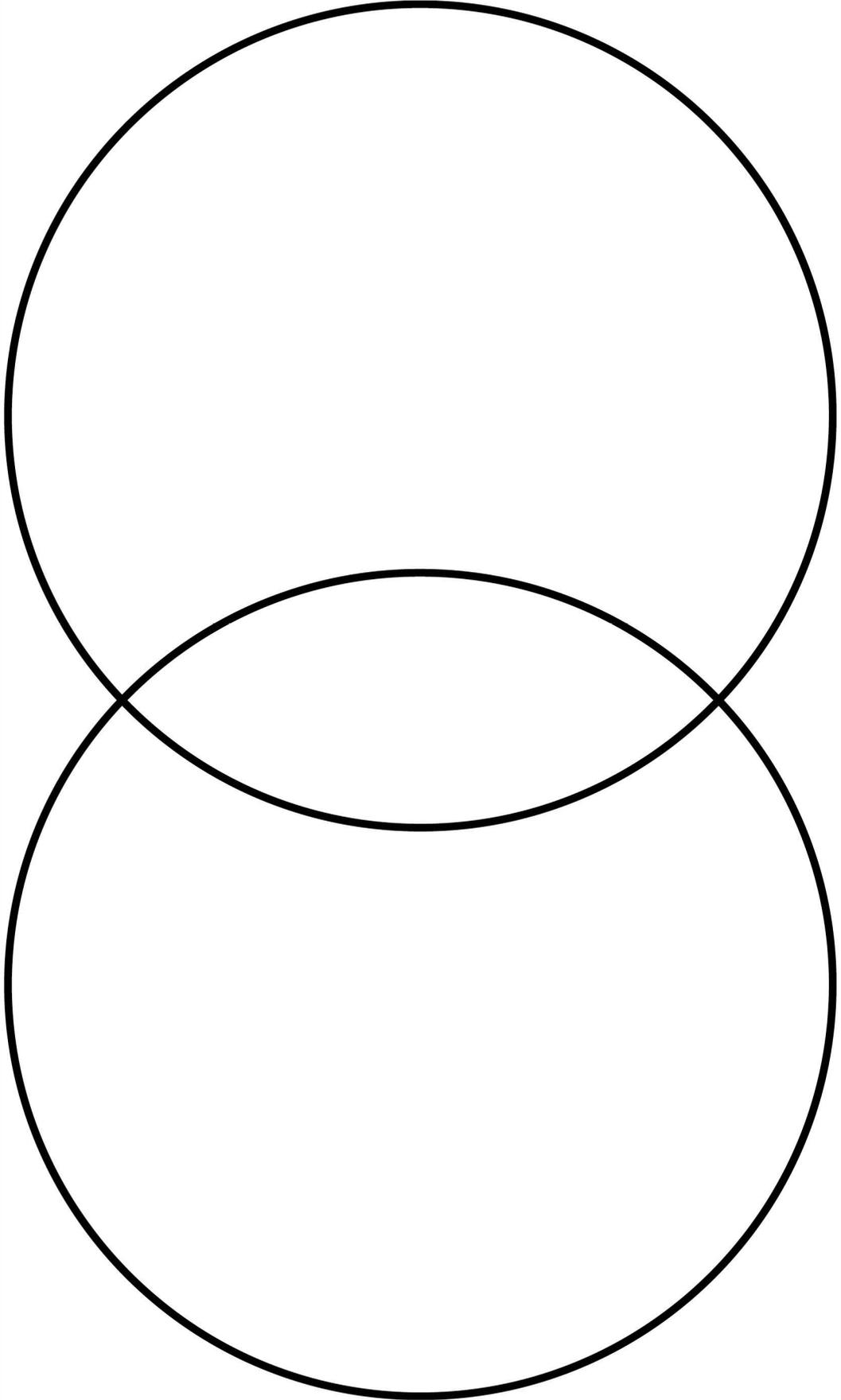
**ACTIVITY #2**

PLAY BY THE BOOK: COMPARE AND CONTRAST

**MUSICAL**

**BOTH**

**BOOK**



## ACTIVITY #3

### CREATE YOUR CAMPAIGN

Grace and Thomas both campaign for class presidency.

Use the following activities to talk to your students about campaign strategies and to have them create their own campaign for presidency.

- As a class, discuss the following questions:
  - Grace and Thomas both share their qualifications for being class president. What qualities do you think are important to be a leader? What qualities should be avoided in choosing a leader?
  - What were some of the campaign promises made by Grace and Thomas?
  - What issues are important to you?
  - What promises would you make if you were running for class president?
  - What would you try to do/what changes would you try to make in the school or class if you won?
- Copy and distribute the Campaign Speech sheet on the following page of the study guide. Have students fill in the blanks based on the class discussion and their personal beliefs.
- Have students design a campaign poster using either the template provided in the study guide or with poster board and art materials.
- Allow students to rehearse their campaign speeches and present them to the class while displaying their posters.



#### CURRICULUM CONNECTIONS:

- ELA - Writing/Persuasive Texts, Listening and Speaking
- Art - Cultural Relevance
- Theatre - Creative Expression
- Social Studies - Government, Citizenship

#### OBJECTIVES:

In this activity, students will design their own campaign for class presidency and present their speeches and posters to the class.

#### MATERIALS:

- Campaign Speech and Poster templates (next pages of study guide)
- drawing utensils
- poster board (optional)

..... **ACTIVITY #3** .....

**CREATE YOUR CAMPAIGN- CAMPAIGN SPEECH**

Fill in the blanks to create your own campaign speech! Practice saying your speech out loud and share it with your class!

My name is \_\_\_\_\_ and I am running for class president.

I want to be president because.... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I want to change..... \_\_\_\_\_  
\_\_\_\_\_

I promise..... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I would be a good leader because... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

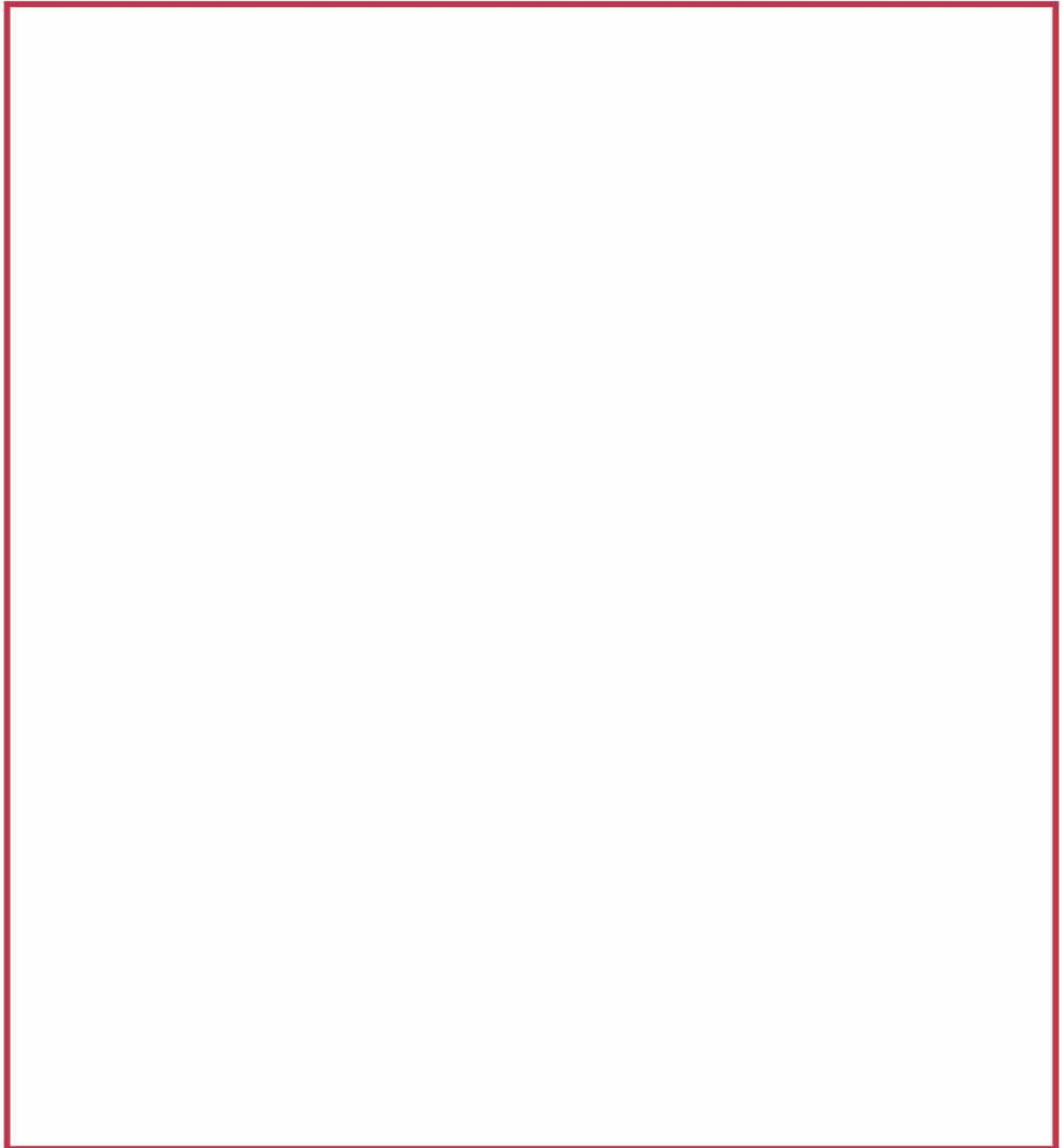
Campaign Slogan: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you!

.....**ACTIVITY #3**.....

CREATE YOUR CAMPAIGN – CAMPAIGN POSTER

Use the space below to design your own campaign poster!  
Make sure it represents YOU and includes your campaign slogan.



## ACTIVITY #4

### DEAR PRESIDENT

Grace was surprised to learn that there had never been a female president. She thought this was unfair and decided to do something about it! With a recent election still fresh in our minds, students can use this activity to learn about the candidates and shine a light on issues that they want the president to remember.

Step 1: Have a discussion with your class about the candidates who ran in the latest presidential election and some of their main campaign points. Because we know the results of the election, some of the discussion can focus on the current president and the changes they have promised to make while in office.

Step 2: Remind students that Grace thought it was unfair that there had never been a female president. As a class, brainstorm a list of things that the students think are unfair, why, and what they think should be done about it. The list can start on a smaller scale (thing they think are unfair in their home or school), but challenge students to think broadly about issues in their community, state, and country.

Step 3: Have students select an issue from the list and write a persuasive letter to the president about the issue and what they think should be done about it.



#### CURRICULUM CONNECTIONS:

- Social Studies- Government, Citizenship
- ELA- Writing/Persuasive Texts

#### OBJECTIVES:

In this activity, students will write a persuasive letter to the President of the United States.

#### MATERIALS:

- Dear President template (next page of study guide)

..... **ACTIVITY #4** .....  
**DEAR PRESIDENT**

What suggestions do you have for the President of the United States? Write a persuasive letter to the President that describes something you think is unfair, why you think it is unfair, and what you think should be done about it.

Dear President.....

Sincerely,

**ACTIVITY #5**  
**VOTER REGISTRATION**

Teach your students about Election Day and the voting process by having them create their own voter registration cards!

Talk to your students about registering to vote. Print and distribute a card from the template on the following page of the study guide to each student.

Have them fill out their information and draw a picture of themselves!

☆☆☆  
**Official Voter Registration**

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Photo of Me:



**CURRICULUM CONNECTIONS:**

- Social Studies- Government, Citizenship, Art

**OBJECTIVES:**

In this activity, students will create their own voter registration cards.

**MATERIALS:**

- Voter Registration Template (next page)



# Official Voter Registration

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Photo of Me:

A large, empty rounded rectangular box for a photo.

# Official Voter Registration

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Photo of Me:

A large, empty rounded rectangular box for a photo.

# Official Voter Registration

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Photo of Me:

A large, empty rounded rectangular box for a photo.

# Official Voter Registration

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Date: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

Photo of Me:

A large, empty rounded rectangular box for a photo.

# ACTIVITY #6

## COUNTING THE VOTE

During this election, the students in Grace and Thomas’ classes act as the Electoral College. Take this opportunity to talk to your students about the Electoral College. Explain to them that a presidential nominee needs a majority of the electoral votes to win the presidency. Each state has a specific number of electoral votes, and the winning candidate needs at least 270.

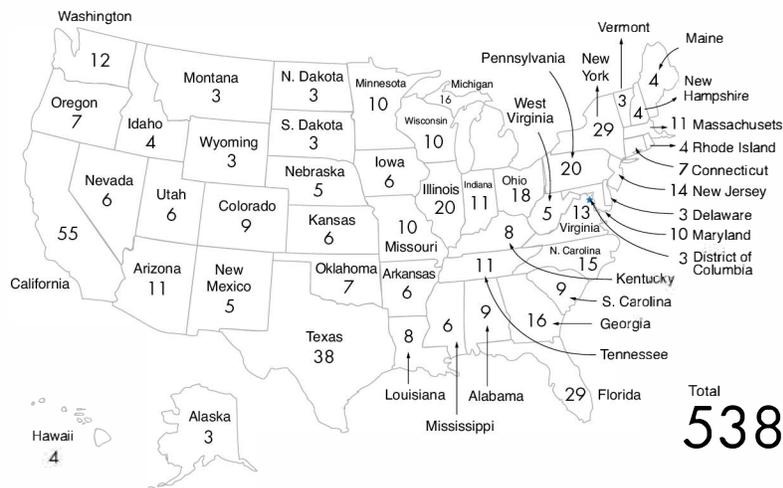
The following steps explain the game on the next couple of pages.

STEP 1: Place students in pairs to prepare for the game.

STEP 2: Pass out the materials to each group (one or two dice, two different colored crayons, one Electoral Map and one Recording sheet).

STEP 3: Students may begin!

- a. Each partner rolls the die once (or at the same time if two dice available).
- b. The higher number is the “winner”. The “winner” picks which state they would like to add to their collection of electoral votes and color it in.
- c. Each student should add their number of votes on their Recording Sheet to keep a running total of their “electoral votes”.
- d. The first player to 270 or more is the winner!



### CURRICULUM CONNECTIONS:

- Social Studies - Electoral College
- Math- Addition

### OBJECTIVES:

Students will demonstrate their understanding of the Electoral College and practice their addition skills.

### MATERIALS:

- a partner
- two dice
- two different colored crayons
- a copy of the Electoral Map gameboard
- Recording sheet (two pages)



**ACTIVITY #6**

COUNTING THE VOTE

"COUNTING THE VOTE" RECORDING SHEET

Who will be the first to 270?

PLAYER 1

PLAYER 2

**ACTIVITY #7**

**YOU GIVE THE REVIEW!**

# IN THIS ACTIVITY, THE STUDENT WILL CRITIQUE A LIVE PERFORMANCE.

1. If I was writing a newspaper article about his show, the headline would be:
2. A question I have about this show is:
3. While watching the show, the strongest feeling I had was:
4. The part of the show that grabbed my attention the most was:
5. One thing I saw onstage that I have never seen before was:
6. This show made me think about:
7. Before seeing the show, I didn't know that:
8. After seeing the show, my friends and I talked about:
9. If I was the director, one change I would make to the performance would be:
10. Overall, the show made me feel:

**CURRICULUM CONNECTIONS**

- Writing

**OBJECTIVES**

In this activity, the student will critique a live performance.

**MATERIALS**

- Review Sheet

..... **ACTIVITY #7** .....  
**YOU GIVE THE REVIEW!**

If I was writing a newspaper article about his show, the headline would be:

---

---

A question I have about this show is:

---

---

While watching the show, the strongest feeling I had was:

---

---

The part of the show that grabbed my attention the most was:

---

---

One thing I saw onstage that I have never seen before was:

---

---

This show made me think about:

---

---

Before seeing the show, I didn't know that:

---

---

After seeing the show, my friends and I talked about:

---

---

If I was the director, one change I would make to the performance would be:

---

---

Overall, the show made me feel:

---

---

# TEACHER SURVEY

We hope this study guide has enhanced the theatre experience for your students or family beyond seeing the show. Engaging young audiences is something Casa Mañana strives for. Your feedback is valuable to us.

Follow this link to complete a survey about your theatre experience and use of the study guide:  
<https://forms.gle/7Un8keYdGxcySM8q6>

OR answer the questions below and send it to us at [education@casamanana.org](mailto:education@casamanana.org).

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Email Address: \_\_\_\_\_

Please rate your field trip experience:

Not Positive 1 2 3 4 5 Very Positive

What do you think your students gained from this experience?

What impact will this theatrical experience will have on your students, moving forward?

Please rate the study guide based on your use:

Not Positive 1 2 3 4 5 Very Positive

How easy was it for you to include study guide activities into your lesson plan?

Not Easy 1 2 3 4 5 Very Easy

Which study guide activities did you use?

How did your students respond to the activity?

What do you wish to see in future study guides?

Do you hope to return to Casa Mañana with your school? (Circle One)

YES NO

Additional Comments:

.....A NOTE FROM.....



THANK YOU SO MUCH FOR CHOOSING  
 **casa mañana**

AS YOUR FIELD TRIP DESTINATION!

We strive to offer the best theatre for young audiences and the highest quality theatre education, and we value your input. Please feel free to contact us with any questions or suggestions you may have.

Casa Mañana Studios offers students, ages 3-18, the highest level of performing arts education. Our process-oriented training program is designed to foster successful young artists, actors, and people. If you have students interested in getting involved, direct them to [casamanana.org/classes](http://casamanana.org/classes) or call (817) 321-5040.

Thank you for partnering with us to raise up the next generation of theatre audiences!

.....**CONTACT US**.....

Give us a call for more information about theatre education classes, camps, and programs.

**CASA MAÑANA THEATRE**  
3101 W LANCASTER AVE. • FORT WORTH, TX • 76107  
(817) 321-5040 • [EDUCATION@CASAMANANA.ORG](mailto:EDUCATION@CASAMANANA.ORG)

Visit us on the web at [www.casamanana.org/education](http://www.casamanana.org/education)

2<sup>nd</sup> Grade**§110.4. English Language Arts and Reading, Grade 2, Adopted 2017.**

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;
  - (C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - (D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (E) make connections to personal experiences, ideas in other texts, and society
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (B) write brief comments on literary or informational texts that demonstrate an understanding of the text;
  - (C) use text evidence to support an appropriate response;
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as illustrating or writing;
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (A) plan a first draft by generating ideas for writing such as drawing and brainstorming;
  - (B) develop drafts into a focused piece of writing by:
    - (i) organizing with structure
  - (E) publish and share writing.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (B) compose informational texts, including procedural texts and reports

**§111.4. Mathematics, Grade 2, Adopted 2012.**

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (A) apply mathematics to problems arising in everyday life, society, and the workplace
  - (E) create and use representations to organize, record, and communicate mathematical ideas
- (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
- (A) recall basic facts to add and subtract within 20 with automaticity;
  - (B) add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;
  - (C) solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms

**§113.13. Social Studies, Grade 2, Adopted 2018.**

- (8) Government. The student understands the purpose of governments. The student is expected to:
- (A) identify functions of governments such as establishing order, providing security, and managing conflict
- (9) Government. The student understands the role of public officials. The student is expected to:
- (A) name current public officials, including mayor, governor, and president;
  - (B) compare the roles of public officials, including mayor, governor, and president;
  - (C) identify ways that public officials are selected, including election and appointment to office; and
  - (D) identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.
- (10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
  - (C) identify ways to actively practice good citizenship, including involvement in community service
- (17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

**§117.108. Art, Grade 2, Adopted 2013.**

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space

**§117.110. Theatre, Grade 2, Adopted 2013.**

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) discuss, practice, and display appropriate audience behavior
  - (B) react to and discuss dramatic activities

3<sup>rd</sup> Grade**§110.5. English Language Arts and Reading, Grade 3, Adopted 2017.**

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
  - (C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
  - (D) work collaboratively with others by following agreed-upon rules, norms, and protocols; and
  - (E) develop social communication such as conversing politely in all situations.
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (E) make connections to personal experiences, ideas in other texts, and society
- (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
- (A) describe personal connections to a variety of sources, including self-selected texts;
  - (B) write a response to a literary or informational text that demonstrates an understanding of a text;
  - (C) use text evidence to support an appropriate response;
  - (D) retell and paraphrase texts in ways that maintain meaning and logical order;
  - (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
  - (F) respond using newly acquired vocabulary as appropriate; and
  - (G) discuss specific ideas in the text that are important to the meaning.
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (C) discuss elements of drama such as characters, dialogue, setting, and acts
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to
- (E) publish written work for appropriate audiences.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
  - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft

**§117.111. Art, Grade 3, Adopted 2013.**

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:
- (A) integrate ideas drawn from life experiences to create original works of art

**§111.5. Mathematics, Grade 3, Adopted 2012.**

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (A) apply mathematics to problems arising in everyday life, society, and the workplace
  - (E) create and use representations to organize, record, and communicate mathematical idea
- (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:
- (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction

**§113.14. Social Studies, Grade 3, Adopted 2018.**

- (2) History. The student understands common characteristics of communities, past and present. The student is expected to:
- (B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.
- (7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
  - (B) identify local, state, and national government officials and explain how they are chosen; and
  - (C) identify services commonly provided by local, state, and national governments.
- (9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
  - (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
- (16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§117.113. Theatre, Grade 3, Adopted 2013.**

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) apply appropriate audience behavior consistently;
  - (B) discuss and evaluate simple dramatic activities and performances

4<sup>th</sup> Grade**§110.6. English Language Arts and Reading, Grade 4, Adopted 2017.**

- (1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
- (A) listen actively, ask relevant questions to clarify information, and make pertinent comments;
  - (B) follow, restate, and give oral instructions that involve a series of related sequences of action
  - (C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
- (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
- (B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words
- (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures
  - (E) make connections to personal experiences, ideas in other texts, and society
- (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
- (C) explain structure in drama such as character tags, acts, scenes, and stage directions
  - (E) recognize characteristics and structures of argumentative text by:
    - (i) identifying the claim;
    - (ii) explaining how the author has used facts for an argument; and
    - (iii) identifying the intended audience or reader
- (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
- (E) publish written work for appropriate audiences.
- (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
- (B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
  - (C) compose argumentative texts, including opinion essays, using genre characteristics and craft

**§111.6. Mathematics, Grade 4, Adopted 2012.**

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
- (A) apply mathematics to problems arising in everyday life, society, and the workplace
  - (E) create and use representations to organize, record, and communicate mathematical ideas
- (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations and decimal sums and differences in order to solve problems with efficiency and accuracy. The student is expected to:
- (A) add and subtract whole numbers and decimals to the hundredths place using the standard algorithm

**§113.15. Social Studies, Grade 4, Adopted 2018.**

- (15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:
- (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects;
  - (C) explain the duty of the individual in state and local elections such as being informed and voting
  - (E) explain how to contact elected and appointed leaders in state and local governments.
- (22) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

**§117.114. Art, Grade 4, Adopted 2013.**

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:
- (A) integrate ideas drawn from life experiences to create original works of art

**§117.116. Theatre, Grade 4, Adopted 2013**

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
- (A) apply appropriate audience behavior at formal and informal performances