



RESOURCE GUIDE

Let Your Imagination Take You Places!



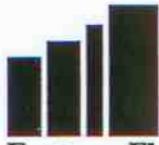
For additional copies visit kingcenter.com click Theatre For Youth section & proceed to educational resources.

Maxwell C. King Center
for the performing arts
Eastern Florida State College
kingcenter.com
VISIT: kingcenter.com

Alice Rocks Wonderland
Tues., January 28, 2014, 10:30 am

— With Special Thanks To Our Corporate Sponsors —





Maxwell C.

King Center
for the performing arts

Eastern Florida
STATE COLLEGE

kingcenter.com

**Eastern Florida State
College**

EFSC President

James H. Richey, J.D.

Board of Trustees

Alan H. Landman
Chairperson

Stephen G. Charpentier
Vice Chair

Myra Igo Haley

Dewey L. Harris

Moses L. Harvin, Sr.

**Maxwell C. King
Center for the
Performing Arts, Inc.**

Board of Directors

J. Stanley Payne
Chairperson

Phillip W. Farmer
Vice Chairperson

Christine Lance
Secretary

David Brock
Treasurer

Anthony J. Catanese
Stephen G. Charpentier

Charles Clemente

Michael J. Coleman

Carol Craig

Pennie DiPrima

Michael Gaich

Myra Igo Haley

Nick E. Heldreth

Steven P. Johnson

Darcia Jones Francey

James S. LaHam

Henry Lonski

Tom Molnar

Rita Moreno

William C. Potter

James H. Richey

James Ronaldson

Sandy Sanderson

Edward Scott

Winston E. Scott

Scott Sorensen

Kimberly Tsamoutales

Directors Emeriti

Elena M. Flom

Maxwell C. King

Robert Sullivan

Executive Director

Steven G. Janicki

Season 2013-2014

Dear Friends and Patrons of the Arts,

Thank you for your interest in the King Center Theatre For Youth and Outreach Program. The mission of the program is to inspire, nurture and sustain a lifelong appreciation for the performing arts among our youth theatre patrons. This is accomplished by the diverse array of entertaining and educational arts offerings.

The programs are presented to compliment the traditional classroom learning. Accompanied by study resource materials made possible by each artist and their management teams to augment the theatre experience, we hope you find the materials useful.

A live theatrical experience can leave a memorable impact even after the show is over....so, *Let Your Imagination Take You Places!*

We are looking forward to your attendance at the show.

Yours in the arts,

Karen

Karen Wilson

Director

Theatre For Youth and Outreach Program



Alice Rocks Wonderland

STUDY GUIDE

Use this Study Guide to enhance the educational experience of this musical show!

ALL ABOUT A.C.T. For Youth

A.C.T For Youth is an acclaimed professional touring theatre company based in Orlando, Florida.

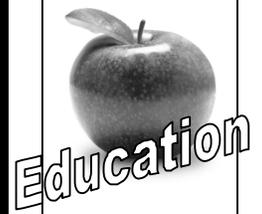
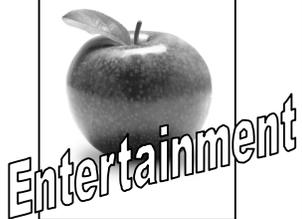
Each year, the Atlantic Coast Theatre performs hundreds of shows for thousands of students across the United States.

ACT For Youth's high-quality educational programming is recognized nationally by theatres, schools, art councils, libraries, and festivals- not to mention the thousands of children & families who see A.C.T. shows each year!



The theatre has been awarded placement on:

- ~Florida State Touring Roster~
- ~Hillsborough County Artist Roster~
- ~SC Arts Commission Roster Of Approved Artists~
- ~Raleigh/Wake County, NC United Arts Roster~



Visit Our Website!

www.atlantic-coast-theatre.com

LEWIS CARROLL



Lewis Carroll was an English writer from the 1800's.

He is famous because of two books–
ALICE'S ADVENTURES IN WONDERLAND

&

THROUGH THE LOOKING GLASS

His real name was Charles Lutwidge Dodgson, but
"Lewis Carroll" was his Pen-Name...the name he used as a writer.

He was born on January 27, 1832.

Throughout his life, he had difficulty speaking to people because of a stammer (or stutter).
Even though it bothered him, it did not stop him.

As a child he loved to put on puppet and magic shows for his family.

As he grew older, he was also very interested in math and photography.

But his main interest was writing. He loved writing poetry.
When he was younger, his family would make homemade newspapers.

His poems would be a part of those newspapers.

As an adult he was able to publish his poems in real papers.

ALICE'S ADVENTURES IN WONDERLAND was published in 1865.

THROUGH THE LOOKING GLASS was published in 1872.

Both of these creative fantasy books about Alice were highly imaginative and full of
magnificent poetry! They are still read and loved today!

Create A Pen-Name For Yourself

Your Real Name: _____

Your Pen-Name: _____

Why did you choose this Pen-Name?

ALICE ROCKS WONDERLAND is a **MUSICAL**.
The music is original and composed by A.C.T. For Youth.
The inspiration was the poems written by Lewis Carroll.

Be A Songwriter

Use this poem from the book Alice In Wonderland as your lyrics.
(Lyrics are the **WORDS** in your song)



A boat beneath a sunny sky
Lingering onward dreamily
In an evening of July
Still she haunts me phantomwise
Alice moving under skies
Never seen by waking eyes.
In a Wonderland they lie,
Dreaming as the days go by,
Dreaming as the summers die
Ever drifting down the stream,
Lingering in the golden dream
Life, what is it but a dream?

By yourself *OR* in a group of 4-6
Write the melody for this song.

What style of music fits well with this poem?
Do you want to repeat lines? If so, which lines?
Do any of these words fit well to be the **CHORUS**?

Each person or group should share their song.
How are the songs different? How are they the same?

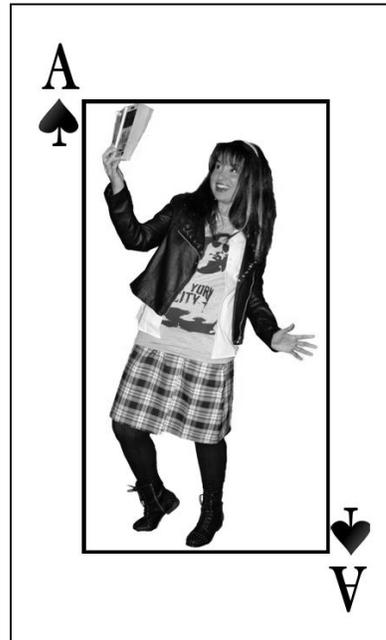
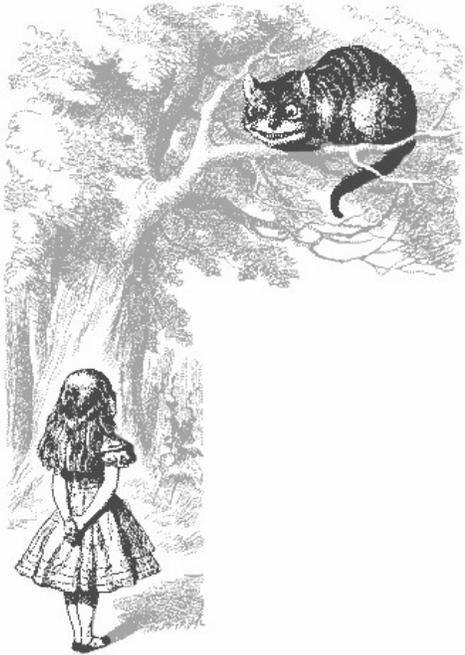
Use your imagination to figure out how you could make the background music to the songs. Use instruments, electronic instruments, or your voices to create the accompaniment!

Costume Design For A Rock Show!

A.C.T. For Youth wanted to use the original illustrations as inspiration for the rock-and-roll costumes for ALICE ROCKS WONDERLAND.

Can you see what is similar and what is different?

Alice and the Cheshire Cat



The Mad Hatter



COSTUME

Actors wear costumes in a show to help the audience know what kind of character they are playing. Wearing a costume is fun. What other things did you see the actors use to make their characters come to life BESIDES their costumes?



The White Rabbit

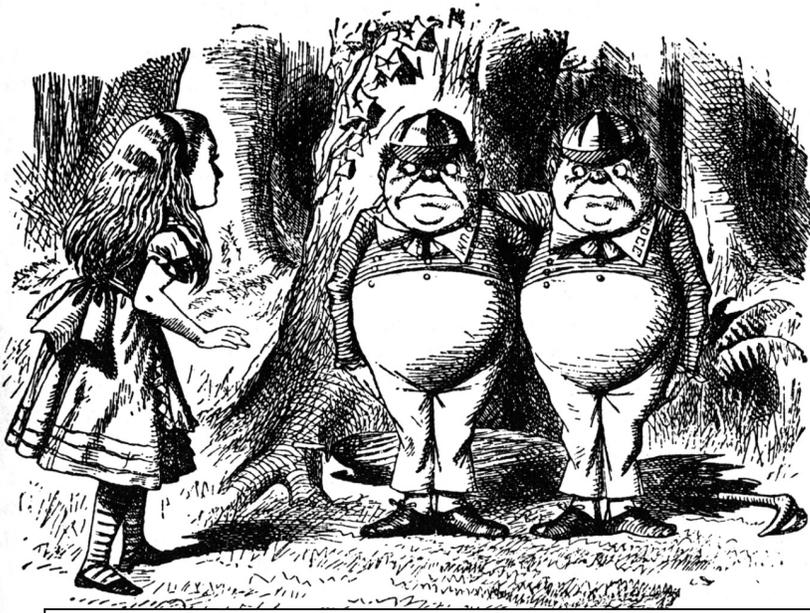
The Queen Of Hearts



~Now It Is Your Turn To Create A Costume Design!~
Draw Your Own Costume!

On the next pages, you will see characters from the book
ALICE'S ADVENTURES IN WONDERLAND.

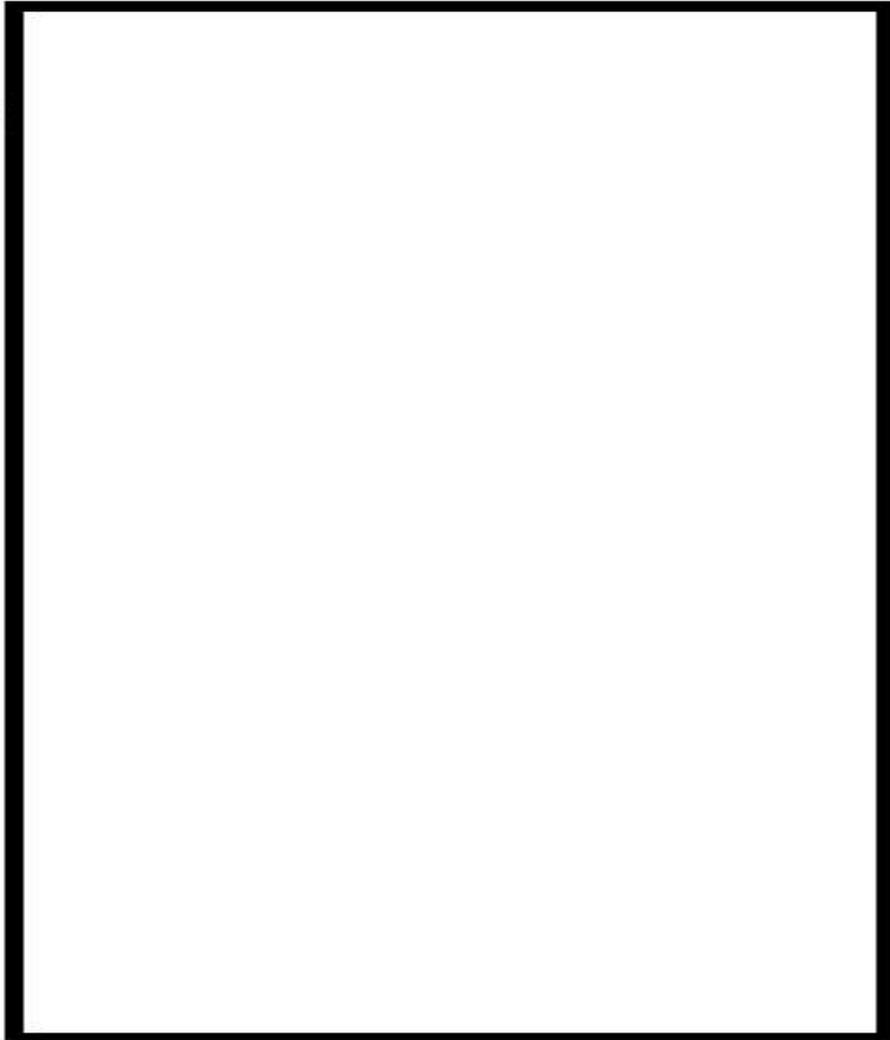
How would you design Rock-And-Roll costumes for
A.C.T. For Youth actors inspired by original illustrations?



Tweedledee &

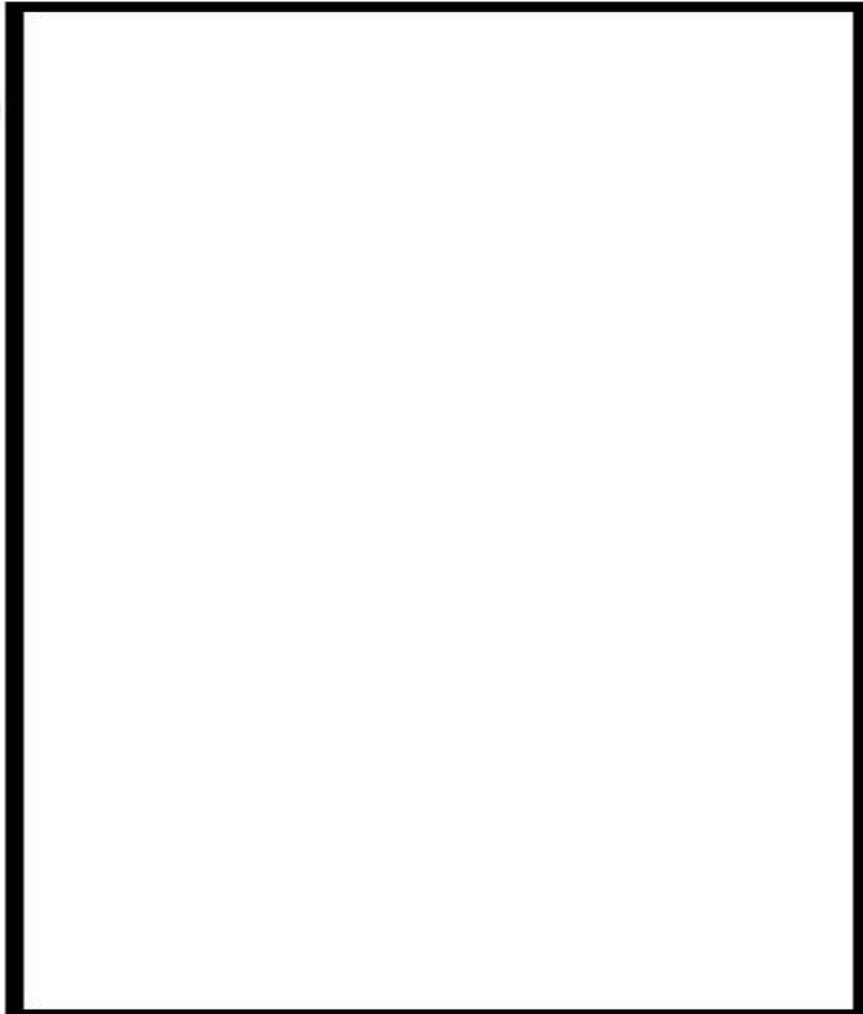
Tweedledum

2





The Mock Turtle



Before The Show Activities

- You will be seeing a live theatre production. What are the differences between a play, a movie, and TV? What kinds of theatre manners should be used when watching a play?
- Familiarize yourself with the traditional ALICE IN WONDERLAND story. You can watch one of the movie versions, like the classic Disney Cartoon version, or better yet, try reading the book.

After The Show Activities

- In the play, Alice learns that reading a book isn't about getting to the end, but about putting yourself into the story and feeling what the characters feel. Discuss books that you have read that made you feel like you were in the story. Try reading one of your classmate's favorites and talking about it afterwards.
- Do you remember the LOBSTER QUADRILLE part of the play where the audience dances with Alice and the Queen Of Hearts? What are your favorite dances? Stand in a circle with your classmates. One at a time, step into the circle and do a dance move. The rest of the class should yell out "Let's Dance!" in unison. Then everyone should do the same dance movement. Go around the circle until everyone has been the leader of a dance move.
- What was your favorite part of the play? Who was your favorite character? A fun part about seeing a play is talking about it afterwards with your friends. Discuss what you liked best and why? Did everyone have the same favorite part?
- ALICE'S ADVENTURES IN WONDERLAND is one of the most famous "fantasy" books of all time. Fantasy stories have fantastic out-of-this-world characters, settings, and situations. Talk about "fantasy" books and stories that you know. How are they similar to Alice's story? How are they different?



All About The Actors

Noel Holland & Don Gruel

You will be seeing professional actors!
That means they act for their jobs!
An interesting fact about the actors:
They started acting when they were YOUR age!



NOEL HOLLAND– I cannot remember a time when I was not singing. As a child, I would sing to anyone who would listen– if nobody was there to hear, I would sing to myself! I started acting and dancing because I loved performing on stage. My sister and I would put on plays for our parents in the living room! When I was in middle school and high school, I decided that I wanted to be a performer. After I graduated college with a degree in music, I became a professional actor- working for theatres all over the country. Now, I have my dream job– owning a theatre. I am so proud to be a part of the Atlantic Coast Theatre For Youth. It gives me all kinds of opportunities to sing, act, write songs, and use my imagination. I so enjoy creating shows that children love because I loved theatre and music so much when I was a child!



Noel & her little sister, Meredith, putting on a play for family.



Don as the Easter Bunny in his 3rd Grade School Play

DON GRUEL– I grew up in Beaufort, South Carolina. When I was little, I would make up plays using my “Star Wars” Action Figures as the actors. I started doing school plays when I was in Kindergarten, but my first play outside of school I was in the musical OKLAHOMA when I was 10 years old. I really liked the feeling of being able to pretend to become other people in other places. I kept doing plays throughout Middle School & High School and decided to study Theatre in college. I graduated from the University Of South Carolina in 1993 and have worked in professional theatre ever since. I have always loved using my imagination. As an actor, I get to be creative every single day.

You can try acting too!
Get involved in a play at school or in your community!

Write A Letter To The Actors Activity

A.C.T. For Youth loves to receive letters from our audience!



You will write letters all of your life!
You will write letters in school, to
correspond with friends and family,
and for your job one day!
It is very important to know
how to write a good letter.

Your teachers may want you to
write your letter in a proper
letter-writing style or format.
Here is an example of one style!

YOU CAN SEND US

**~A DRAWING~
~WHAT YOU LEARNED~
~YOUR FAVORITE PART~**

**Your Opinions Count!
They Help Us When
We Write
New Shows!**

A.C.T. For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896

Dear Audience:

The Atlantic Coast Theatre For Youth would like to thank all of you for showing us such fantastic audience manners during the show! Everyone was so respectful during the performance. You laughed when things were funny, but you were also able to quiet back down so that everyone could hear. I don't think that we heard anyone talking while the actors were on stage. That was great! You made our job so much fun.

Thanks so much! You were wonderful!

Sincerely,

Don Guel & Noel Holland

Send your letters to:

**Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896**

NATIONAL EDUCATION STANDARDS

&

NEXT GENERATION
FLORIDA SUNSHINE STATE STANDARDS

The following standards can be supported by:

- Watching the production
- Participating in the activities listed in the study guide
- Classroom discussion after the show

National Standards: Kindergarten – 4th Grade

NA-T.K-4.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe visual, aural, oral, and kinetic elements in theatre, dramatic media, dance, music, and visual arts

Students compare how ideas and emotions are expressed in theatre, dramatic media, dance, music, and visual arts

Students select movement, music, or visual elements to enhance the mood of a classroom dramatization

NA-T.K-4.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students identify and describe the visual, aural, oral, and kinetic elements of classroom dramatizations and dramatic performances

Students explain how the wants and needs of characters are similar to and different from their own

Students articulate emotional responses to and explain personal preferences about the whole as well as the parts of dramatic performances

NA-T.K-4.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students identify and compare similar characters and situations in stories and dramas from and about various cultures, illustrate with classroom dramatizations, and discuss how theatre reflects life

Students identify and compare the various settings and reasons for creating dramas and attending theatre, film, television, and electronic media productions

NA-M.K-4.9

UNDERSTANDING MUSIC IN RELATION TO HISTORY AND CULTURE

Students demonstrate audience behavior appropriate for the context and style of music performed

National Standards: 5th Grade

NA-T.5-8.6

COMPARING AND CONNECTING ART FORMS BY DESCRIBING THEATRE, DRAMATIC MEDIA, AND OTHER ART FORMS

Students describe characteristics and compare the presentation of characters, environments, and actions in theatre, musical theatre, dramatic media, dance, and visual arts

Students incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes

Students express and compare personal reactions to several art forms

Students describe and compare the functions and interaction of performing and visual artists and audience members in theatre, dramatic media, musical theatre, dance, music, and visual arts

NA-T.5-8.7

ANALYZING AND EXPLAINING PERSONAL PREFERENCES AND CONSTRUCTING MEANINGS FROM CLASSROOM DRAMATIZATIONS AND FROM THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA PRODUCTIONS

Students describe and analyze the effect for publicity, study guides, programs, and physical environments on audience response and appreciation of dramatic performances

NA-T.5-8.8

UNDERSTANDING CONTEXT BY RECOGNIZING THE ROLE OF THEATRE, FILM, TELEVISION, AND ELECTRONIC MEDIA IN DAILY LIFE

Students describe and compare universal characters and situations in dramas from and about various cultures and historical periods, illustrate in improvised and scripted scenes, and discuss how theatre reflects a culture

NA-M.5-8.7

EVALUATING MUSIC AND MUSIC PERFORMANCES

Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

FLORIDA SUNSHINE STATE STANDARDS- THEATRE

KINDERGARTEN

- TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.
- TH.K.C.3.1 Recognize that individuals may like different things about a selected story or play.
- TH.K.C.3.2 Share reactions to a live theatre performance.
- TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.
- TH.K.S.1.2 Describe play-acting, pretending, and real life.
- TH.K.S.1.3 Describe personal preferences related to a performance.
- TH.K.S.2.1 Pretend to be a character from a given story.
- TH.K.O.1.1 Share opinions about a story with classmates.
- TH.K.O.2.1 Draw a picture of a favorite scene from a play.
- TH.K.H.3.1 Describe feelings related to watching a play.

GRADE 1

- TH.1.C.1.2 Draw a picture from a favorite story and share with the class why the scene was important to the story.
- TH.1.C.2.2 Identify elements of an effective performance.
- TH.1.S.1.1 Exhibit appropriate audience etiquette and response.
- TH.1.S.1.2 Demonstrate the differences between play-acting, pretending, and real life.
- TH.1.S.1.3 Explain personal preferences related to a performance.
- TH.1.O.2.1 Describe in words or by drawing a picture, the most exciting part in the story line of a play.
- TH.1.H.3.1 Identify similarities between plays and stories.

GRADE 2

- TH.2.C.1.1 Describe a character in a story and tell why the character is important to the story.
- TH.2.C.1.2 Respond to a play by drawing and/or writing about a favorite aspect of it.
- TH.2.C.2.2 Describe how an actor in a play, musical, or film creates a character.
- TH.2.C.3.1 Identify important characteristics to discuss when sharing opinions about theatre.
- TH.2.S.1.1 Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.
- TH.2.S.1.2 Compare, explain, and exhibit the differences between play-acting, pretending, and real life.
- TH.2.S.1.3 Explain, using specific examples, why some individuals may or may not like a particular performance.
- TH.2.O.1.1 Compare the differences between reading a story and seeing it as a play.
- TH.2.O.1.2 Explain the difference between the stage, backstage, and audience areas.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.2.O.2.1 Re-tell what happened in the beginning, middle, and end of a story after viewing a play.
- TH.2.F.2.1 Identify the jobs people can have in a theater.

GRADE 3

- TH.3.C.1.2 Watch a play and describe how the elements of light, costumes, props, & sound influence the mood of the production.
- TH.3.C.2.2 Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills.
- TH.3.C.3.1 Discuss the techniques that help create an effective theatre work.
- TH.3.S.1.1 Demonstrate effective audience etiquette and constructive criticism for a live performance.
- TH.3.S.1.2 Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life.
- TH.3.S.1.3 Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions.
- TH.3.S.3.3 Describe elements of dramatic performance that produce an emotional response in oneself or an audience.
- TH.3.S.3.4 Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions.
- TH.3.O.1.1 Describe how an actor creates a character.
- TH.3.O.1.2 Discuss why costumes and makeup are used in a play.
- TH.3.O.2.1 Describe what happened in a play, using age-appropriate theatre terminology.
- TH.3.F.2.1 Identify non-theatre professions that require the same skills as are used in theatre.

GRADE 4

- TH.4.C.3.1 Identify the characteristics of an effective acting performance.
- TH.4.C.3.3 Define the elements of a selected scene that create an effective presentation of an event or person.
- TH.4.S.1.1 Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.
- TH.4.S.1.2 Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances.
- TH.4.S.1.3 Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production.
- TH.4.S.3.3 Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience.
- TH.4.O.1.1 Describe what a designer and director do to support the actor in creating a performance.
- TH.4.O.3.1 Explain how theatre and its conventions are used to communicate ideas.
- TH.4.H.3.1 Describe how individuals learn about themselves and others through theatre experiences.
- TH.4.F.2.1 Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events.
- TH.4.F.3.1 Identify the leadership qualities of directors, actors, and/or technicians.

FLORIDA SUNSHINE STATE STANDARDS- THEATRE (Continued)

GRADE 5

- TH.5.C.3.1 Discuss alternate performance possibilities of the same character in the same play.
- TH.5.C.3.3 Define the visual elements that must be conveyed dramatically to make a scene effective.
- TH.5.S.1.1 Describe the difference in responsibilities between being an audience member at live or recorded performances.
- TH.5.S.1.2 Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances.
- TH.5.S.1.3 Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances.
- TH.5.O.1.1 Explain an actor's choices in the creation of a character for a scene or play.
- TH.5.O.1.2 Make a list of the types of props that might be found in a play.
- TH.5.O.1.3 Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play.
- TH.5.O.3.1 Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences.
- TH.5.O.3.2 Explore how theatre can communicate universal truths across the boundaries of culture and language.
- TH.5.H.3.1 Identify symbolism in a play that is found in other art forms.
- TH.5.H.3.2 Compare theatre to other modes of communication.
- TH.5.H.3.3 Demonstrate how the use of movement and sound enhance the telling of a story.
- TH.5.F.2.1 Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood.
- TH.5.F.3.1 Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom.

GRADES 6-8

- TH.68.C.3.1 Discuss how visual and aural design elements communicate environment, mood, and theme in a theatrical presentation.
- TH.68.S.1.1 Describe the responsibilities of audience members, to the actors and each other, at live and recorded performances and demonstrate appropriate behavior.
- TH.68.S.1.3 Describe criteria for the evaluation of dramatic texts, performances, direction, and production elements.
- TH.68.S.1.4 Discuss the ways in which theatre experiences involve empathy and aesthetic distance.
- TH.68.S.2.3 Analyze the relationships of plot, conflict, and theme in a play and transfer the knowledge to a play that contrasts in style, genre, and/or mood.
- TH.68.O.1.1 Compare different processes an actor uses to prepare for a performance.
- TH.68.O.1.2 Discuss how color, line, shape, and texture are used to show emotion in technical theatre elements.
- TH.68.O.1.3 Explain the impact of choices made by directors, designers, and actors on audience understanding.
- TH.68.O.1.4 Discuss how the whole of a theatre performance is greater than the sum of its parts.
- TH.68.O.3.2 Explore how theatre and theatrical works have influenced various cultures.
- TH.68.H.1.5 Describe one's own personal responses to a theatrical work and show respect for the responses of others.
- TH.68.H.1.6 Discuss how a performer responds to different audiences.
- TH.68.H.3.1 Identify principles and techniques that are shared between the arts and other content areas.
- TH.68.H.3.6 Discuss ways in which dance, music, and the visual arts enhance theatrical presentations.
- TH.68.F.2.1 Research careers in the global economy that are not directly related to the arts, but include skills that are arts-based or derive part of their economic impact from the arts.

FLORIDA SUNSHINE STATE STANDARDS– LANGUAGE ARTS

GRADE K

- LA.K.2.1.1 The student will identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);
LA.K.2.1.2 The student will retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;

GRADE 1

- LA.1.2.1.1 The student will identify various literary forms (e.g., stories, poems, fables, legends, picture books);
LA.1.2.1.2 The student will retell the main events (e.g., beginning, middle, end) in a story;
LA.1.2.1.3 The student will identify the characters and settings in a story;
LA.1.2.1.5 The student will respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and
LA.1.6.2.4 The student will identify authors, illustrators, or composers with their works.

GRADE 2

- LA.2.2.1.1 The student will identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folk tales, legends) and how they are alike and different;
LA.2.2.1.2 The student will identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;
LA.2.2.1.3 The student will identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;
LA.2.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.2.2.1.5 The student will respond to various literary selections (biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.2.2.1.7 The student will identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 3

- LA.3.2.1.1 The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
LA.3.2.1.2 The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
LA.3.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.3.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.3.2.1.5 The student will respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.3.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and

GRADE 4

- LA.4.2.1.1 The student will read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, & media;
LA.4.2.1.2 The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;
LA.4.2.1.3 The student will identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
LA.4.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.4.2.1.5 The student will respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
LA.4.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.4.2.1.8 The student will recognize that vocabulary and language patterns have changed in literary texts from the past to the present;

GRADE 5

- LA.5.2.1.1 The student will demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;
LA.5.2.1.2 The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;
LA.5.2.1.4 The student will identify an author's theme, and use details from the text to explain how the author developed that theme;
LA.5.2.1.5 The student will demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;
LA.5.2.1.7 The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;
LA.5.2.1.8 The student will explain changes in the vocabulary and language patterns of literary texts written across historical periods

FLORIDA SUNSHINE STATE STANDARDS– SOCIAL STUDIES

GRADE K

- SS.K.C.1.1 Define and give examples of rules and laws, and why they are important.
- SS.K.C.1.2 Explain the purpose and necessity of rules and laws at home, school, and community.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.

GRADE 1

- SS.1.A.2.2 Compare life now with life in the past.
- SS.1.C.1.1 Explain the purpose of rules and laws in the school and community.
- SS.1.C.2.1 Explain the rights and responsibilities students have in the school community.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.4 Show respect and kindness to people and animals.

GRADE 2

- SS.2.C.1.2 Explain the consequences of an absence of rules and laws.
- SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.
- SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights.
- SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

GRADE 3

- SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.

GRADE 4

- SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.
- SS.4.C.2.3 Explain the importance of public service, voting, and volunteerism.

GRADE 5

- SS.5.C.2.4 Evaluate the importance of civic responsibilities in American democracy.
- SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

FLORIDA SUNSHINE STATE STANDARDS– MUSIC

GRADE K

- MU.K.C.2.1 Identify similarities and/or differences in a performance.
- MU.K.C.3.1 Share opinions about selected pieces of music.
- MU.K.O.3.1 Respond to music to demonstrate how it makes one feel.

GRADE 1

- MU.1.C.1.2 Respond to music from various sound sources to show awareness of differences in musical ideas.
- MU.1.C.3.1 Share different thoughts or feelings people have about selected pieces of music.
- MU.1.H.1.2 Explain the work of a composer.
- MU.1.F.2.1 Describe how he or she likes to participate in music.

GRADE 2

- MU.2.C.1.2 Respond to a piece of music and discuss individual interpretations.
- MU.2.C.3.1 Discuss why musical characteristics are important when forming and discussing opinions about music.
- MU.2.F.2.1 Describe how people participate in music.

GRADE 3

- MU.3.C.1.1 Describe listening skills and how they support appreciation of musical works.
- MU.3.C.1.2 Respond to a musical work in a variety of ways and compare individual interpretations.
- MU.3.C.3.1 Identify musical characteristics and elements within a piece of music when discussing the value of the work.
- MU.3.O.1.1 Identify, using correct music vocabulary, the elements in a musical work.
- MU.3.O.1.2 Identify and describe the musical form of a familiar song.
- MU.3.F.2.1 Identify musicians in the school, community, and media.
- MU.3.F.2.2 Describe opportunities for personal music-making.

GRADE 4

- MU.4.C.1.1 Develop effective listening strategies and describe how they can support appreciation of musical works.
- MU.4.C.1.2 Describe, using correct music vocabulary, what is heard in a specific musical work.
- MU.4.C.3.1 Describe characteristics that make various musical works appealing.
- MU.4.O.1.1 Compare musical elements in different types of music, using correct music vocabulary, as a foundation for understanding the structural conventions of specific styles.
- MU.4.O.3.1 Identify how expressive elements and lyrics affect the mood or emotion of a song.
- MU.4.H.3.1 Identify connections among music and other contexts, using correct music and other relevant content-area vocabulary, and explore how learning in one academic area can help with knowledge or skill acquisition in a different academic area.

GRADE 5

- MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
- MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
- MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.

FLORIDA SUNSHINE STATE STANDARDS– MUSIC (Continued)

GRADE 5

- MU.5.C.1.1 Discuss and apply listening strategies to support appreciation of musical works.
- MU.5.C.2.1 Define criteria, using correct music vocabulary, to critique one's own and others' performance.
- MU.5.C.3.1 Develop criteria to evaluate an exemplary musical work from a specific period or genre.
- MU.5.O.1.1 Analyze, using correct music vocabulary, the use of musical elements in various styles of music as a foundation for understanding the creative process.
- MU.5.O.3.1 Examine and explain how expressive elements, when used in a selected musical work, affect personal response.
- MU.5.H.2.2 Describe how technology has changed the way audiences experience music.
- MU.5.H.3.1 Examine critical-thinking processes in music and describe how they can be transferred to other disciplines.
- MU.5.F.2.1 Describe jobs associated with various types of concert venues and performing arts centers.
- MU.5.F.2.2 Explain why live performances are important to the career of the artist and the success of performance venues.

GRADES 6-8

- MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
- MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
- MU.68.C.3.1 Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
- MU.68.O.1.1 Compare performances of a musical work to identify artistic choices made by performers.
- MU.68.H.3.2 Discuss how the absence of music would affect other content areas and contexts.