Yes, Virginia, There Is A Santa Claus

- Study Guide -

Please use this Study Guide to enhance your educational experience.

**ALL ABOUT A.C.T. For Youth**

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

Each year, the Atlantic Coast Theatre performs for over 70,000 students.

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
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!

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!
BACKGROUND ON THE SHOW

You will be watching a live theatre production called Yes, Virginia, There Is A Santa Claus.

Yes, Virginia, There Is A Santa Claus was inspired by a real editorial written by Francis P. Church.

Although the letter and its response was published in The New York Sun in 1897, our play is set in 1947.

Use Your Imagination!

Playwrights use their imaginations when writing a play. Our play, was inspired by a famous editorial. The playwright used his imagination to write a new play! He set the play in 1947, wrote brand new characters, weaved a storyline, and created a script to fit his ideas.

Find a real story from history that inspires you! Use your imagination to think of a brand new way to tell that story. Write a paper or even a play! Remember to be creative!
Virginia O’Hanlon—Virginia O’Hanlon was born in 1889, and was 8 when she wrote the New York Sun her famous letter. Her family had a tradition of writing the paper when they had questions. Little did she know, but her letter would be published eventually in papers all over the world! People started writing letters to her too! In fact, she received letters for the rest of her life regarding this article! When Virginia grew up she became a school teacher with the New York City School System. Eventually she became a principal—working as an educator for 47 years. Virginia believed that her letter and its answer shaped the direction of her life. She died in 1971.

Francis P. Church—Francis P. Church was born in 1839. In his younger years, he wrote as a war correspondent during the Civil War. Church’s brother, William, owned The New York Sun, where Francis worked as an editor for 20 years. Virginia’s letter, and his response became an immediate sensation. It is actually one of the most famous editorials ever written. Church married after the article was printed, but died a few years later in 1906. This article was reprinted in The New York Sun annually until the paper went out of business in 1949. It is still famous and cherished today.
Why Did A.C.T For Youth Set The Play In 1947?

Many of the most cherished and loved holiday movies were released in 1946 and 1947—right after World War II which ended in 1945. Some movie critics believe that moviegoers were looking for inspiring and uplifting movies to help heal their weary hearts from the war. The movie studios created many lovely and meaningful pictures during this time. These were Black-and-white movies like:

- *It’s A Wonderful Life* (1946)
- *Miracle On 34th Street* (1947)
- *The Bishop’s Wife* (1947)

These movies have stood the test of time—filling modern families homes with holiday cheer every year. Many families have traditions of watching these movies during the season.

A.C.T. For Youth’s production of *Yes, Virginia, There Is A Santa Claus* was inspired not only by the historical editorial but also by many of these beautiful black-and-white holiday pictures from the late 1940’s.

You will notice that all of the set and costumes in the play are shades of white, black, and grey. Why is that? Well, the decision to use those colors is what many theatre professionals call an “artistic choice”. The Atlantic Coast Theatre wanted to have the “feel” of the black and white movies even though is was a play.
How are the styles of clothes and hairstyles different in 1947 than they are today?

Compare and contrast how cars looked in 1947 and how they look today.

These are photographs from New York City in the 1940’s. Does NYC look different now?
These words are used during the play. You may not be familiar with all of them. Use the back of this page or your own paper to write a sentence using each word.

**Central Park**– A famous public park located in the middle of New York City.

**The New York Sun**– A morning newspaper that started in 1833 and ended in 1950. Now, there is a new New York Sun paper that started in 2002.

**Times Square**– A major intersection in Manhattan in New York City. Many celebrations have been held here throughout New York City’s history.

**Brooklyn**– One of 5 boroughs (major neighborhoods) of New York City.

**Gimbels**– A famous department store in New York City during the 1940’s. The store had a long standing rivalry with Macy’s department store. Gimbel’s New York location closed in 1987.

**Fountain Pen**– An old fashioned writing pen that holds liquid ink inside the pen. The ink is released through a sharp point when you write. The fountain pen fell out of fashion and was eventually replaced almost exclusively by the modern ballpoint pen, which was developed in 1938.

**Jazz**– A musical art form that uses improvisation. Many popular singers during the 1940’s sang jazzy tunes. Sometimes jazz from the 1940’s is called “Swing”.

**Editorial**– An article in a newspaper that expresses the opinion of one of the editors. The editor at a newspaper looks over the articles and makes changes or corrections before the paper goes to print. The job of an editor is sort of like your teacher’s job when he/she grades your papers.

**Fact**– Something known and proved to be true.

**Plagiarize**– To use and pass on someone else’s writing or ideas as your own.

**Deadline**– The time when an assignment must be finished.
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?

• The play is set in the 1940’s. Look over the pictures on the “1947– How It Looked” page of the study guide. Talk about how the pictures compare and contrast to today’s styles.

• There are a few words used in the show you may not know. Try to become familiar with the vocabulary words listed in the study guide.

After The Show Activities

• As a class discuss the historical background of the editorial “Yes, Virginia, There Is A Santa Claus”. How is the event from history different from the play?

• Frankie loved his fountain pen. It was special to him, even though the newer ball-point pens might have worked better. What is a special possession that you have that means more to you than it would to others? Have everyone in the class bring in their special possession & share why it is important to them.

• Shirley has dreams about being a jazz singer. She works hard auditioning for jobs, and eventually it pays off when she sings in Times Square. In life, if we want to achieve our dreams, we must work very hard. What are your dreams? What would be your dream job when you grow up? It’s never to early to start reaching for your dreams. What are some realistic steps that you could take right now to help you get to your goals? Write them down, and start to do them.

• Be A Reporter! You don’t have to work for a boss like “Crabby Curtis” to be a reporter. Investigating and learning new things is fun! Pick one topic about New York City from the list below– learn as many F-A-C-T-S as you can and write an article about them. Be sure to report the WHO, WHAT, WHEN, WHERE, WHY, and HOW. You can even compile everyone’s articles and make a class newspaper!

EMPIRE STATE BUILDING ~BROOKLYN BRIDGE ~BROADWAY ~CENTRAL PARK ZOO ~MUSEUM OF NATURAL HISTORY ~METROPOLITAN MUSEUM OF ART ~LITTLE ITALY ~GREENWICH VILLAGE ~NY CHINATOWN ~NEW YORK SUBWAY ~HUDSON RIVER ~STATUE OF LIBERTY ~ELLIS ISLAND ~NEW YORK YANKEES
A.C.T. For Youth loves to receive letters from our audience!

You will write letters all of your life—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!

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 Gruel & Noel Holland

Here Are A Few Things You Can Include In Your Letter!

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

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

Send your letters to:
Atlantic Coast Theatre For Youth
8297 Champions Gate Blvd. #188
Champions Gate, FL 33896
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
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.
LA.1.2.1.1 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.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
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.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 authors 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 authors use of descriptive, idiomatic, and figurative language (personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
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;
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.