

SHOW STUDY GUIDE

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Do You Know About Casa Mañana Studios?

Thank You!

TEKS



..... 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!

..... Frequently Asked Questions

What do we do when we arrive?

Students will line up in the lobby near a colorful sign with your group's name on it. Your field trip coordinator should check in and pay any remaining balances at the concessions stand. An usher will escort you to assigned seating starting about 30 minutes before the show begins.

What do we do afterwards?

Make sure to get your bus driver's contact information! They will be waiting for you outside in front of the building, and busses will load in the order that they are lined up.

Does Casa Mañana sell concessions or merchandise?

Not during our school shows. Come to a weekend performance to purchase souvenirs!

Can we take pictures?

Pictures may be taken outside or in the lobby, but not during 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 THEATER

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

Based on the popular Disney Channel Original Movies, *Disney's Descendants* is a brand-new musical comedy featuring the beloved characters and hit songs from the films! In the present-day kingdom of Auradon, all of Disney's beloved heroes and royalty are living happily ever after, safe from the terrifying villains and troublesome sidekicks they have banished to the magic-free Isle of the Lost. That is until Ben, the benevolent teenage son of Belle and King Adam (The Beast), offers a chance of redemption for the troublemaking offspring of the evilest villains. Mal, Evie, Jay, and Carlos – the children of Maleficent, the Evil Queen, Cruella de Vil, and Jafar – are welcomed to Auradon Prep to attend school with the children of their parents' sworn enemies. Now entering a completely foreign world and way of life, the four Villain Kids have a difficult choice to make: should they follow in their parents' wicked footsteps or learn to be good?

ACTIVITY #1**CHARACTER WEBS - WHAT MAKES A VILLAIN?**

Before seeing the show, help your students become familiar with all the character of *Disney's Descendants*.

1. Start a discussion about the well-known villains (*Sleeping Beauty's* Maleficent, *Snow White's* Evil Queen, *Aladdin's* Jafar, and *101 Dalmatian's* Cruella DeVil), who are the parents of our show's main characters.
2. Copy and distribute the next page of character webs, focusing on nouns and adjectives.
3. Introduce or review nouns. Instruct your students to draw or write one character in the center of each character web, labeling their name above "noun."
4. Introduce or review adjectives. Instruct your students to write one adjective in each of the outside bubbles above "adjective."
5. Have students present their webs to the class or in small groups.
6. Discuss what these characters have in common, and how they are different.

Curriculum Connections

- ELA
- Parts of Speech
- Reading
- Art

Objective

- In this activity, the student will become familiar with a popular story, as well as practice identifying parts of speech.

Materials

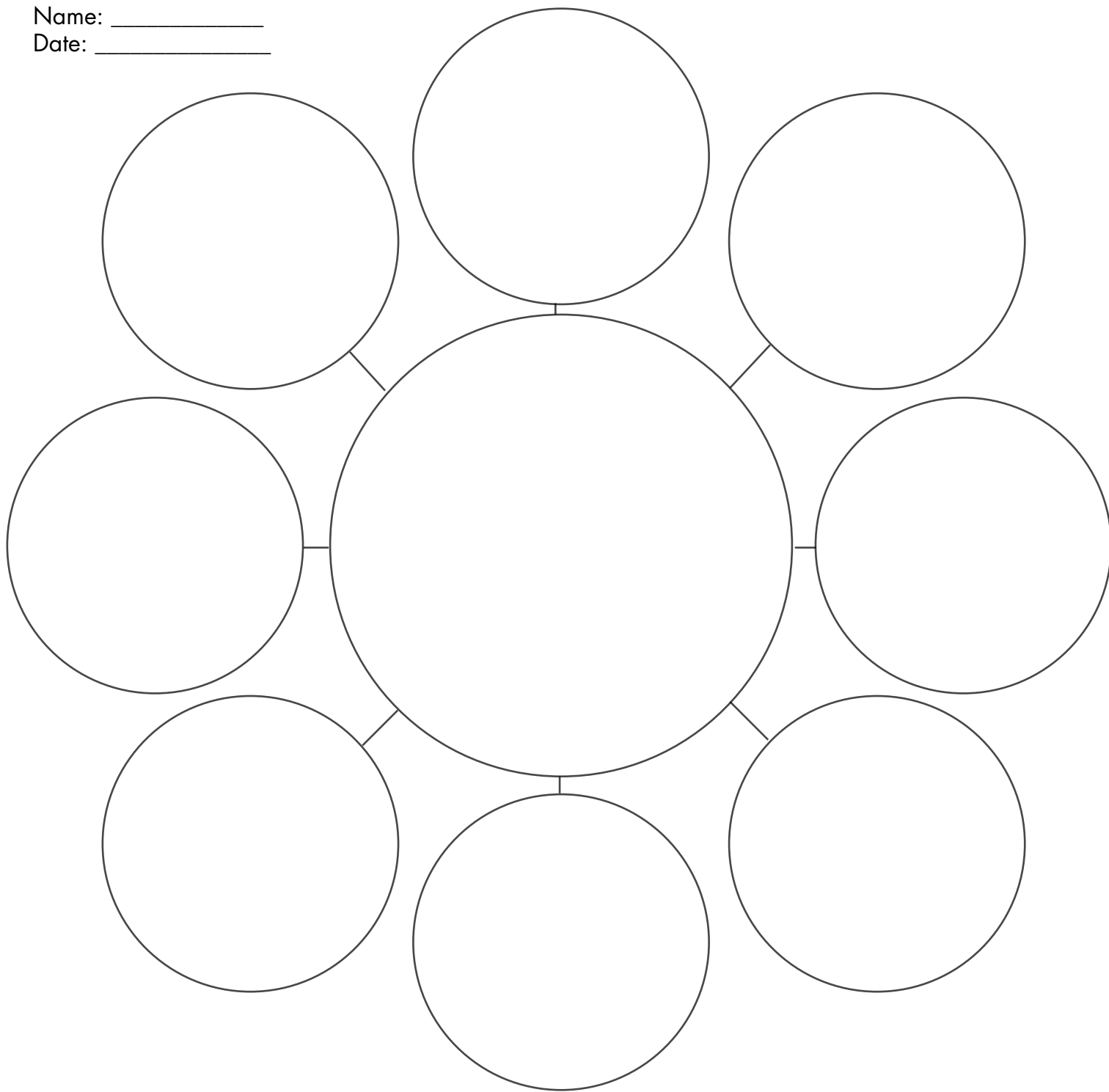
- Character Web (following page)
- Coloring utensils
- Writing utensils

ACTIVITY #1

CHARACTER WEBS - WHAT MAKES A VILLAIN?

Name: _____

Date: _____



ACTIVITY #2

BE AN AWESOME ALLY

At the beginning of the musical, Mal, Jay, Evie and Carlos are sent to Auradon Prep. Being misfit children of the kingdom's sworn enemies, they struggle to fit in. At first, it seems like they can't do anything right after being wrong for so long. Through acceptance and understanding, all Auradon Prep's students learn not to judge each other based on preconceived ideas.

1. Begin a discussion about being an ally. Consider the following questions:

- What's the difference between bullying and just fooling around?
- Why might students bully others?
- Which of these is bullying and why?
 - Chad is rude to Jay and Carlow while playing a game.
 - Cruella tells Carlos to watch out for dogs in Auradon.
 - Audrey tells Mal and Evie she can't trust them because they are evil.
 - The Fairy Godmother is too busy to listen to her daughter, Jane.
 - Chad calls Dough dopey because of who his father is.
 - Jay steals from other students.
- Which of these is being an ally and why?
 - Dough defends Evie when Professor Maurice accuses her of cheating.
 - Mal distracts her mom while her friends escape from The Isle of the Lost.
 - Evie doing Chad's homework, instead of him completing his own work.
 - Ben brings Mal to the coronation, after learning of her mom's evil plan.
 - King Adam and Queen Belle inviting their enemies' children to Auradon Prep.
 - Mal using magic to make Ben fall in love with her.

2. Copy and distribute the activity sheet on the following page. On the top half of the heart, have students write positive behaviors that can make others feel good, spread kindness, and/or support someone being bullied. On the bottom half of the heart, write negative behaviors that may hurt or make bullying worse. Have the students share some of their ideas once finished.

Curriculum Connections

- Health (personal/interpersonal skills, bullying)
- Social Studies (culture)

Objective

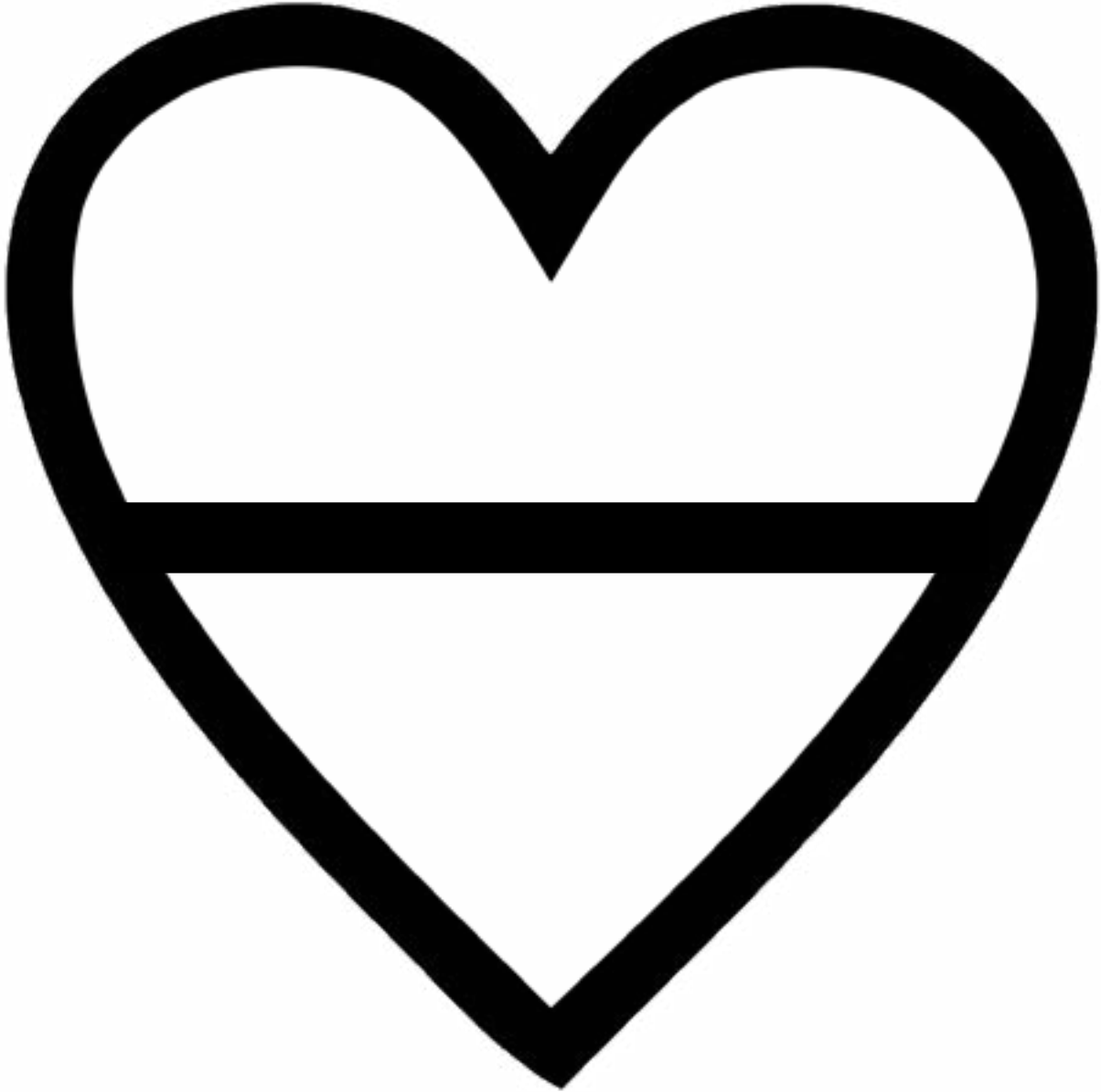
- In this activity, students will identify bullying behaviors and describe appropriate actions to take in response.

Materials

- Be an Awesome Ally activity sheet
- Writing utensils

ACTIVITY #2

BE AN AWESOME ALLY



ACTIVITY #3

CELEBRATING DIFFERENCES

Use this as a follow-up to the Be an Awesome Ally activity, or as a stand-alone activity for your class.

1. Remind the students that in the song "Better Together," all Auradonians sing, "We are stronger. All of us together. Make us better."
2. Play a version of Simon Says that will help students learn and celebrate things that make them special. Tell students that they must watch carefully as they play the game because at the end, each student will say one new thing they learned about a classmate.
3. Provide directions like:
 - Simon says, "Everyone with brown eyes, stand up!"
 - Simon says, "Everyone who has a dog as a pet, put your right hand up."
4. At the end of the game, have students sit in a circle. Ask each student to name one way in which they are alike another student. The trait they share must be something they didn't know before playing the game. Students might say, for example, "I didn't know that Katie spoke Spanish."

Curriculum Connections

- Health (personal/interpersonal skills)
- Social Studies (culture)
- PE

Objective

- In this activity, students will play a variation of Simon Says that helps them recognize similarities and differences.

Materials

- None

ACTIVITY #4

LEARN TO BE GOOD: BUILD YOUR OWN BOARDGAME

Mal, Jay, Evie and Carlos have spent their whole lives being bad. Now, at Auradon Prep, they must learn to follow the rules. Think about how rules can help keep those around us safe. Could the following rules even teach someone “how to be good?” Have your students take charge! Create a board game with rules and consequences to hone social skills and math awareness.

1. Students will create a simple board game that includes a setting (their “kingdom”), characters (the game pieces), a map or path (typically of colored squares) and a set of positive or negative consequences (moving forward spaces, moving backwards spaces.) For an extra challenge, students may have a rewards system for their game, such as play money or tokens that players can win or lose.
2. Students use an open file folder to color their map or path.
3. At points on the map, students write consequences. Challenge students to think of how the character could break a rule or get a recognition in their land. They can write in that language, “You get lost in the woods. Go back 3 spaces.” Add detail and color to the board. Find or construct 3-D characters and game pieces.
4. When finished, students partner up and play together!
5. As a follow-up discussion, ask students what rules worked well for the game and which were not as useful. Discuss if there might be ways to improve the game in the future. How could their game help others to remember the rules?

Curriculum Connections

- Social Studies (creating a map/path, rules and authority figures, consequences)
- Math (spatial awareness, distance, counting)

Objective

- In this activity, students will create a board game with rules and consequences.

Materials

- File folders
- Coloring Utensils
- Construction paper for 3-D figures and game pieces

ACTIVITY #4**LEARN TO BE GOOD: BUILD YOUR OWN BOARDGAME**

Think about how rules can help keep those around us safe. Could following the rules even teach someone “how to be good?” How might the characters in Disney’s Descendants follow the rules for a shared victory? Now’s your chance to be in charge! Create a board game with rules and consequences. Help Mal, Evie, Jay and Carlos in the journey to become better students at Auradon Prep.



Make a setting (your “kingdom”), characters (the game pieces), a map/path (typically of colored squares) and a set of positive and negative consequences (moving forward spaces, moving backwards spaces.) For an extra challenge, have a rewards system!

1. Color and create the game’s map/path.
2. At points on the map, write the consequences. For example, “You got lost in the woods! Go back 3 spaces.”
3. Add detail and color to the board.
4. Find or construct 3-D characters and game pieces.
5. When you’re finished, play the game with your classmates!

.....**ACTIVITY #5**.....
COLOR ME MALEFICENT

Have students color the drawing on the following page! Will they be able to color the picture using the colors that match the numbers listed? Feel free to play fun music from the show!

Curriculum Connections

- Math (addition, subtraction, matching)
- Art

Objective

- In this activity, students will solve math problems to find out the corresponding color.

Materials

- Coloring utensils

..... **ACTIVITY #5**
COLOR ME MALEFICENT

Help Maleficent come to life! Color the picture using the colors that match the answers to the math problems below.

Black - 4 Yellow - 7 Purple - 5 Grey - 10 Green - 8



ACTIVITY #6

CONVENTIONS OF FAIRYTALES

Disney's Descendants features several well-known characters based on fairytales. Use the following activities to explore contentions of fairytales with your students. Text resources available [here](#). Audio resources available [here](#).

1. Read, listen to, or print and have students read your choice of traditional fairytales.
2. Have your students review what happened in the tales. Remind them that each story has a beginning (characters are introduced, setting is established), middle (problem arises) and end (problem is resolved). Determine the beginning, middle and end of some of the fairytales as they read.
3. Discuss some of the common elements found in the fairytales like:
 - Beginning with "Once Upon a Time."
 - Ending with "They all lived happily ever after."
 - Royal characters
 - Evil characters
 - Magic
 - Good v. evil
 - Setting: usually a castle or woods
4. As a class or in groups, have students fill out the Conventions of Fairytales worksheet on the next page, for one of the tales read in class.
5. Using a clean copy of the worksheet, have students imagine and outline an original fairytale. To expand on this activity, students can create a booklet in which they write and illustrate a full tale.

Curriculum Connections

- ELA (fairytales, sequencing, writing)
- Art

Objective

- In this activity, students will engage with a variety of traditional fairytales and compose an original fairytale.

Materials

- Access to fairytales (see resources)
- Drawing utensils
- Conventions of Fairytales worksheet

ACTIVITY #6

CONVENTIONS OF FAIRYTALES

Name of Fairytale

Royal Characters

Setting

Evil Characters

Uses of Magic

Good vs. Evil

Once Upon a Time...
(Beginning)

What Happens?
(Middle)

The All Lived
Happily Ever After
(End)

ACTIVITY #7**BUILD A MAP OF AURADON & THE ISLE OF THE LOST**

Now that you and your students have seen Disney's Descendants, discuss the journey taken by Mal, Evie, Jay and Carlos.

1. Discuss where Mal, Evie, Jay and Carlos began in The Isle of the Lost and how they got to the halls of Auradon Prep. Example questions include:

- How did the four characters meet?
- Where did their journey start and end?
- What were some obstacles they faced along the way?

2. Copy and distribute the blank map template on the next page.

3. Have the students create a map of the Descendants' journey with the places the class discussed. Some locations to consider including:

- The Isle of the Lost
- Maleficent's Lair
- King Adam and Queen Belle's Castle
- Auradon Prep
- The playing fields
- The Fairy Godmother's Tower

4. Have the students present their map to the class or in small groups.

Curriculum Connections

- Social Studies (geography)
- Art

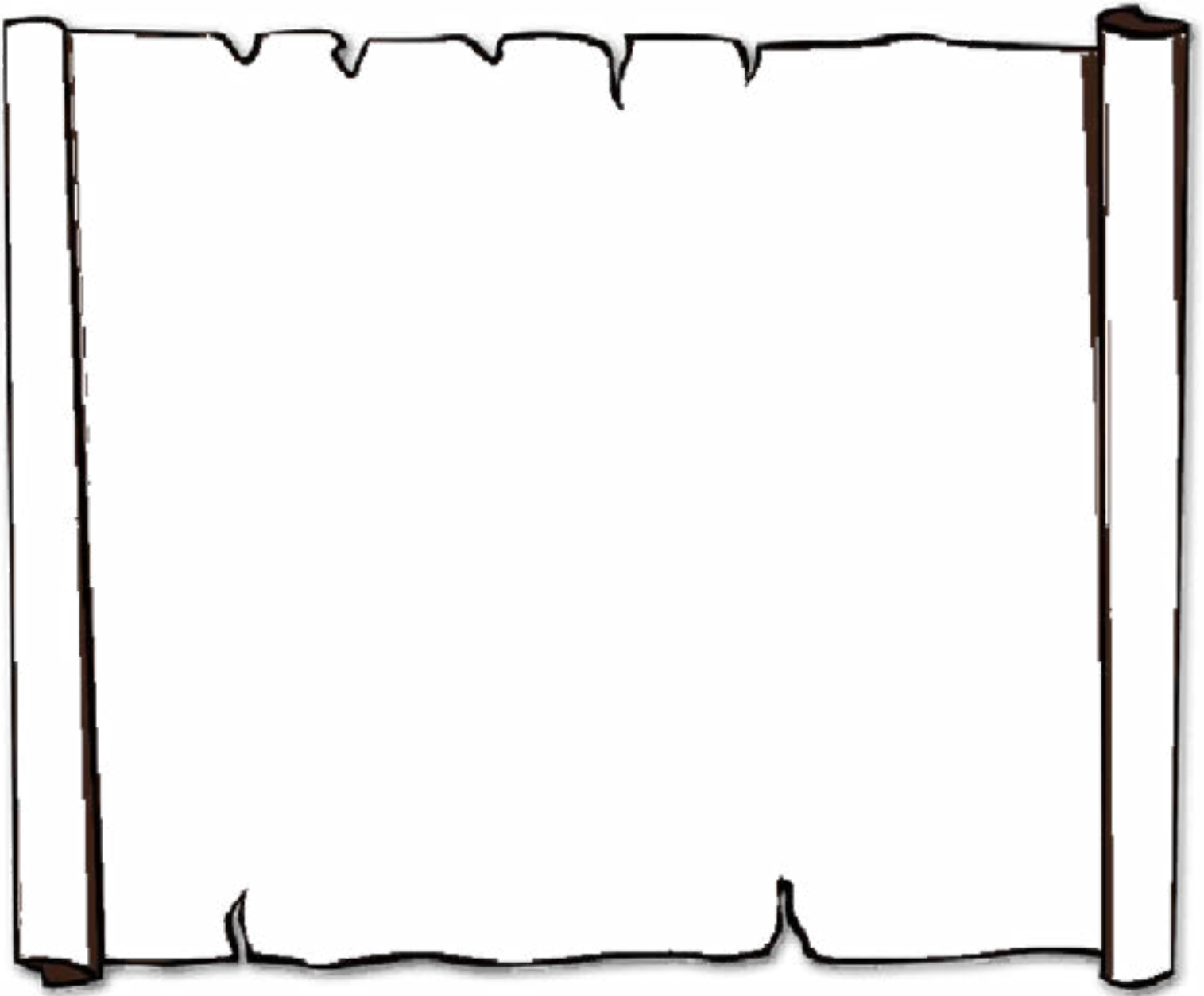
Objective

- In this activity, students will create a map of important locations in the Descendants' journey.

Materials

- Map Template on the following page
- Drawing utensils

..... **ACTIVITY #7**
BUILD A MAP OF AURADON & THE ISLE OF THE LOST



ACTIVITY #8

ACT IT OUT!

After the final bow - what happens next? Act it out!

1. Have your students review what happened in the musical, especially what happened at the end. Think about where each character ended up.
2. Discuss what a sequel to a story is and some possible ideas about what might come next in this story.
3. Have the class make a list of 3-4 names for a "sequel" story. Write them on slips of paper or on the whiteboard.
4. Have the class divide into small groups of 4 or 5.
5. Explain to the class that every story has a beginning (characters are introduced, setting is established), middle (problem arises) and end (problem is resolved).
6. Give the groups some time to talk about their sequel and plan how to recreate the story for the class. They should perform the story from beginning to end.
7. When the groups are ready, start the performances for the class. Don't tell the class what title each group will be performing.
8. When each group is finished performing, ask the class to guess what they just watched.

Curriculum Connections

- Theatre
- ELA (plot, storytelling, PE)

Objective

- In this activity, students will practice creating a beginning, middle and end of a new story.

Materials

- Paper
- Whiteboard
- Writing Utensils

..... **ACTIVITY #9**
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:

[CLICK HERE](#)

OR answer the questions below and send it to us at 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



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 <http://www.casamanana.org/education/classes/> or call (817) 321-5040.

Thank you for partnering with us to raise 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

Visit us on the web at www.casamanana.org/education

casa mañana STUDIOS PRESENTS



A rectangular sign with a textured, brown paper background. At the top left is the DreamWorks logo. The word "MADAGASCAR" is written in large, 3D, multi-colored letters (red, orange, yellow, green). Below it, "A MUSICAL ADVENTURE JR." is written in blue, blocky letters. The text "Camp Casa 2022" is in a mix of purple, orange, and red. At the bottom, "AGES 8-14 | JUNE 20 - JULY 8" is written in black. The sign is surrounded by green tropical foliage.

DREAMWORKS
MADAGASCAR
A MUSICAL ADVENTURE JR.
Camp Casa 2022
AGES 8-14 | JUNE 20 - JULY 8

Camp Casa Junior
AGES 4-8

- SESSION 1: SMALL BUT MIGHTY
JUNE 6-10
- SESSION 2: BAD TO THE BONE
JUNE 13-17
- SESSION 3: MOVE IT! MOVE IT!
AUGUST 8-12
- SESSION 4: ALL ABILITIES
AUGUST 8-12

FOR MORE INFORMATION VISIT OUR WEBSITE AT:
CASAMANANA.ORG/EDUCATION/SUMMER-CAMPS
OR SCAN THE QR CODE:



CASA MAÑANA



FORT WORTH, TX

TEKS - 4TH GRADE

§110.15. ENGLISH LANGUAGE ARTS AND READING, GRADE 4, BEGINNING WITH SCHOOL YEAR 2009-2010.

- (2) READING/VOCABULARY DEVELOPMENT. STUDENTS UNDERSTAND NEW VOCABULARY AND USE IT WHEN READING AND WRITING. STUDENTS ARE EXPECTED TO:
- (A) DETERMINE THE MEANING OF GRADE-LEVEL ACADEMIC ENGLISH WORDS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES;
 - (D) IDENTIFY THE MEANING OF COMMON IDIOMS
- (5) READING/COMPREHENSION OF LITERARY TEXT/DRAMA. STUDENTS UNDERSTAND, MAKE INFERENCES AND DRAW CONCLUSIONS ABOUT THE STRUCTURE AND ELEMENTS OF DRAMA AND PROVIDE EVIDENCE FROM TEXT TO SUPPORT THEIR UNDERSTANDING. STUDENTS ARE EXPECTED TO DESCRIBE THE STRUCTURAL ELEMENTS PARTICULAR TO DRAMATIC LITERATURE.
- (18) WRITING/EXPOSITORY AND PROCEDURAL TEXTS. STUDENTS WRITE EXPOSITORY AND PROCEDURAL OR WORK-RELATED TEXTS TO COMMUNICATE IDEAS AND INFORMATION TO SPECIFIC AUDIENCES FOR SPECIFIC PURPOSES. STUDENTS ARE EXPECTED TO:
- (C) WRITE RESPONSES TO LITERARY OR EXPOSITORY TEXTS AND PROVIDE EVIDENCE FROM THE TEXT TO DEMONSTRATE UNDERSTANDING.
- (24) RESEARCH/GATHERING SOURCES. STUDENTS DETERMINE, LOCATE, AND EXPLORE THE FULL RANGE OF RELEVANT SOURCES ADDRESSING A RESEARCH QUESTION AND SYSTEMATICALLY RECORD THE INFORMATION THEY GATHER. STUDENTS ARE EXPECTED TO:
- (A) FOLLOW THE RESEARCH PLAN TO COLLECT INFORMATION FROM MULTIPLE SOURCES OF INFORMATION BOTH ORAL AND WRITTEN, INCLUDING:
 - (II) DATA FROM EXPERTS, REFERENCE TEXTS, AND ONLINE SEARCHES; AND
 - (III) VISUAL SOURCES OF INFORMATION (E.G., MAPS, TIMELINES, GRAPHS) WHERE APPROPRIATE;
 - (C) TAKE SIMPLE NOTES AND SORT EVIDENCE INTO PROVIDED CATEGORIES OR AN ORGANIZER
- (27) LISTENING AND SPEAKING/LISTENING. STUDENTS USE COMPREHENSION SKILLS TO LISTEN ATTENTIVELY TO OTHERS IN FORMAL AND INFORMAL SETTINGS. STUDENTS CONTINUE TO APPLY EARLIER STANDARDS WITH GREATER COMPLEXITY. STUDENTS ARE EXPECTED TO:
- (A) LISTEN ATTENTIVELY TO SPEAKERS, ASK RELEVANT QUESTIONS, AND MAKE PERTINENT COMMENTS
- (29) LISTENING AND SPEAKING/TEAMWORK. STUDENTS WORK PRODUCTIVELY WITH OTHERS IN TEAMS. STUDENTS CONTINUE TO APPLY EARLIER STANDARDS WITH GREATER COMPLEXITY. STUDENTS ARE EXPECTED TO PARTICIPATE IN TEACHER- AND STUDENT-LED DISCUSSIONS BY POSING AND ANSWERING QUESTIONS WITH APPROPRIATE DETAIL AND BY PROVIDING SUGGESTIONS THAT BUILD UPON THE IDEAS OF OTHERS.

§112.15. SCIENCE, GRADE 4, ADOPTED 2017.

- (2) SCIENTIFIC INVESTIGATION AND REASONING. THE STUDENT USES SCIENTIFIC PRACTICES DURING LABORATORY AND OUTDOOR INVESTIGATIONS. THE STUDENT IS EXPECTED TO:
- (A) PLAN AND IMPLEMENT DESCRIPTIVE INVESTIGATIONS, INCLUDING ASKING WELL DEFINED QUESTIONS, MAKING INFERENCES, AND SELECTING AND USING APPROPRIATE EQUIPMENT OR TECHNOLOGY TO ANSWER HIS/HER QUESTIONS;
 - (B) COLLECT AND RECORD DATA BY OBSERVING AND MEASURING, USING THE METRIC SYSTEM, AND USING DESCRIPTIVE WORDS AND NUMERALS SUCH AS LABELED DRAWINGS, WRITING, AND CONCEPT MAPS;
 - (C) CONSTRUCT SIMPLE TABLES, CHARTS, BAR GRAPHS, AND MAPS USING TOOLS AND CURRENT TECHNOLOGY TO ORGANIZE, EXAMINE, AND EVALUATE DATA;
 - (D) ANALYZE DATA AND INTERPRET PATTERNS TO CONSTRUCT REASONABLE EXPLANATIONS FROM DATA THAT CAN BE OBSERVED AND MEASURED
- (3) SCIENTIFIC INVESTIGATION AND REASONING. THE STUDENT USES CRITICAL THINKING AND SCIENTIFIC PROBLEM SOLVING TO MAKE INFORMED DECISIONS. THE STUDENT IS EXPECTED TO:
- (B) REPRESENT THE NATURAL WORLD USING MODELS SUCH AS THE WATER CYCLE AND STREAM TABLES AND IDENTIFY THEIR LIMITATIONS, INCLUDING ACCURACY AND SIZE

§113.15. SOCIAL STUDIES, GRADE 4, BEGINNING WITH SCHOOL YEAR 2011-2012.

- (3) HISTORY. THE STUDENT UNDERSTANDS THE IMPORTANCE OF THE TEXAS REVOLUTION, THE REPUBLIC OF TEXAS, AND THE ANNEXATION OF TEXAS TO THE UNITED STATES.
- (2) SOCIAL STUDIES SKILLS. THE STUDENT COMMUNICATES IN WRITTEN, ORAL, AND VISUAL FORMS. THE STUDENT IS EXPECTED TO:
- (A) USE SOCIAL STUDIES TERMINOLOGY CORRECTLY;
 - (B) INCORPORATE MAIN AND SUPPORTING IDEAS IN VERBAL AND WRITTEN COMMUNICATION;
 - (C) EXPRESS IDEAS ORALLY BASED ON RESEARCH AND EXPERIENCES;
 - (D) CREATE WRITTEN AND VISUAL MATERIAL SUCH AS JOURNAL ENTRIES, REPORTS, GRAPHIC ORGANIZERS, OUTLINES, AND BIBLIOGRAPHIES

§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;
 - (B) USE A PROBLEM-SOLVING MODEL THAT INCORPORATES ANALYZING GIVEN INFORMATION, FORMULATING A PLAN OR STRATEGY, DETERMINING A SOLUTION, JUSTIFYING THE SOLUTION, AND EVALUATING THE PROBLEM-SOLVING PROCESS AND THE REASONABLENESS OF THE SOLUTION

§116.6. PHYSICAL EDUCATION, GRADE 4.

- (6) SOCIAL DEVELOPMENT. THE STUDENT UNDERSTANDS BASIC COMPONENTS SUCH AS STRATEGIES AND RULES OF STRUCTURED PHYSICAL ACTIVITIES INCLUDING, BUT NOT LIMITED TO, GAMES, SPORTS, DANCE, AND GYMNASTICS. THE STUDENT IS EXPECTED TO:
- (A) DISTINGUISH BETWEEN COMPLIANCE AND NONCOMPLIANCE WITH RULES AND REGULATIONS; AND
 - (B) ANALYZE POTENTIAL RISKS ASSOCIATED WITH UNSAFE MOVEMENT AND IMPROPER USE OF EQUIPMENT.
- (7) SOCIAL DEVELOPMENT. THE STUDENT DEVELOPS POSITIVE SELF-MANAGEMENT AND SOCIAL SKILLS NEEDED TO WORK INDEPENDENTLY AND WITH OTHERS IN PHYSICAL ACTIVITY SETTINGS. THE STUDENT IS EXPECTED TO:
- (A) FOLLOW RULES, PROCEDURES, AND ETIQUETTE;
 - (C) WORK INDEPENDENTLY AND STAY ON TASK; AND
 - (D) DEMONSTRATE EFFECTIVE COMMUNICATION, CONSIDERATION AND RESPECT FOR THE FEELINGS OF OTHERS DURING PHYSICAL ACTIVITIES SUCH AS ENCOURAGE OTHERS, ALLOW OTHERS EQUAL TURNS, AND INVITE OTHERS TO PARTICIPATE.

§117.116. THEATRE, GRADE 4, ADOPTED 2013.

- (1) FOUNDATIONS: INQUIRY AND UNDERSTANDING. THE STUDENT DEVELOPS CONCEPTS ABOUT SELF, HUMAN RELATIONSHIPS, AND THE ENVIRONMENT USING ELEMENTS OF DRAMA AND CONVENTIONS OF THEATRE. THE STUDENT IS EXPECTED TO:
- (A) INTEGRATE SENSORY AND EMOTIONAL RESPONSES IN DRAMATIC PLAY;
 - (B) DEVELOP BODY AWARENESS AND SPATIAL PERCEPTION USING RHYTHMIC AND EXPRESSIVE MOVEMENT;
 - (C) RESPOND TO SOUND, MUSIC, IMAGES, LANGUAGE, AND LITERATURE WITH VOICE AND MOVEMENT AND PARTICIPATE IN DRAMATIC PLAY USING ACTIONS, SOUNDS, AND DIALOGUE;

- (D) EXPRESS EMOTIONS AND IDEAS USING INTERPRETIVE MOVEMENTS, SOUNDS, AND DIALOGUE;
 - (E) IMITATE AND SYNTHESIZE LIFE EXPERIENCES IN DRAMATIC PLAY;
 - (F) USE COMMON OBJECTS TO REPRESENT THE SETTING, ENHANCE CHARACTERIZATION, AND CLARIFY ACTIONS; AND
 - (G) DEFINE AND DEMONSTRATE CORRECT USE OF BASIC THEATRICAL TERMS SUCH AS DIALOGUE, CHARACTER, SCENE, PROP, COSTUMES, SETTING, AND THEME.
- (2) CREATIVE EXPRESSION: PERFORMANCE. THE STUDENT INTERPRETS CHARACTERS USING THE VOICE AND BODY EXPRESSIVELY AND CREATES DRAMATIZATIONS. THE STUDENT IS EXPECTED TO:
- (A) DEMONSTRATE SAFE USE OF THE VOICE AND BODY;
 - (B) DESCRIBE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS;
 - (D) DRAMATIZE LITERARY SELECTIONS IN UNISON, PAIRS, OR GROUPS, DEMONSTRATING A LOGICAL CONNECTION OF EVENTS AND DESCRIBING THE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS; AND
 - (E) CREATE SIMPLE STORIES COLLABORATIVELY THROUGH IMAGINATIVE PLAY, IMPROVISATIONS, AND STORY DRAMATIZATIONS, DEMONSTRATING A LOGICAL CONNECTION OF EVENTS AND DESCRIBING THE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS
- (3) CREATIVE EXPRESSION: PRODUCTION. THE STUDENT APPLIES DESIGN, DIRECTING, AND THEATRE PRODUCTION CONCEPTS AND SKILLS. THE STUDENT IS EXPECTED TO:
- (C) PLAN BRIEF DRAMATIZATIONS COLLABORATIVELY; AND
 - (D) INTERACT COOPERATIVELY WITH OTHERS IN BRIEF DRAMATIZATIONS.

TEKS - 5TH GRADE

§110.16. ENGLISH LANGUAGE ARTS AND READING, GRADE 5, BEGINNING WITH SCHOOL YEAR 2009-2010.

- (2) READING/VOCABULARY DEVELOPMENT. STUDENTS UNDERSTAND NEW VOCABULARY AND USE IT WHEN READING AND WRITING. STUDENTS ARE EXPECTED TO:
- (A) DETERMINE THE MEANING OF GRADE-LEVEL ACADEMIC ENGLISH WORDS DERIVED FROM LATIN, GREEK, OR OTHER LINGUISTIC ROOTS AND AFFIXES
 - (D) IDENTIFY AND EXPLAIN THE MEANING OF COMMON IDIOMS, ADAGES, AND OTHER SAYINGS
- (5) READING/COMPREHENSION OF LITERARY TEXT/DRAMA. STUDENTS UNDERSTAND, MAKE INFERENCES AND DRAW CONCLUSIONS ABOUT THE STRUCTURE AND ELEMENTS OF DRAMA AND PROVIDE EVIDENCE FROM TEXT TO SUPPORT THEIR UNDERSTANDING. STUDENTS ARE EXPECTED TO ANALYZE THE SIMILARITIES AND DIFFERENCES BETWEEN AN ORIGINAL TEXT AND ITS DRAMATIC ADAPTATION.
- (16) WRITING/LITERARY TEXTS. STUDENTS WRITE LITERARY TEXTS TO EXPRESS THEIR IDEAS AND FEELINGS ABOUT REAL OR IMAGINED PEOPLE, EVENTS, AND IDEAS. STUDENTS ARE EXPECTED TO:
- (A) WRITE IMAGINATIVE STORIES THAT INCLUDE:
 - (I) A CLEARLY DEFINED FOCUS, PLOT, AND POINT OF VIEW;
 - (II) A SPECIFIC, BELIEVABLE SETTING CREATED THROUGH THE USE OF SENSORY DETAILS; AND
 - (III) DIALOGUE THAT DEVELOPS THE STORY
- (24) RESEARCH/GATHERING SOURCES. STUDENTS DETERMINE, LOCATE, AND EXPLORE THE FULL RANGE OF RELEVANT SOURCES ADDRESSING A RESEARCH QUESTION AND SYSTEMATICALLY RECORD THE INFORMATION THEY GATHER. STUDENTS ARE EXPECTED TO:
- (A) FOLLOW THE RESEARCH PLAN TO COLLECT DATA FROM A RANGE OF PRINT AND ELECTRONIC RESOURCES (E.G., REFERENCE TEXTS, PERIODICALS, WEB PAGES, ONLINE SOURCES) AND DATA FROM EXPERTS;
 - (C) RECORD DATA, UTILIZING AVAILABLE TECHNOLOGY (E.G., WORD PROCESSORS) IN ORDER TO SEE THE RELATIONSHIPS BETWEEN IDEAS, AND CONVERT GRAPHIC/VISUAL DATA (E.G., CHARTS, DIAGRAMS, TIMELINES) INTO WRITTEN NOTES
- (26) RESEARCH/ORGANIZING AND PRESENTING IDEAS. STUDENTS ORGANIZE AND PRESENT THEIR IDEAS AND INFORMATION ACCORDING TO THE PURPOSE OF THE RESEARCH AND THEIR AUDIENCE. STUDENTS ARE EXPECTED TO SYNTHESIZE THE RESEARCH INTO A WRITTEN OR AN ORAL PRESENTATION THAT:
- (A) COMPILES IMPORTANT INFORMATION FROM MULTIPLE SOURCES
- (27) LISTENING AND SPEAKING/LISTENING. STUDENTS USE COMPREHENSION SKILLS TO LISTEN ATTENTIVELY TO OTHERS IN FORMAL AND INFORMAL SETTINGS. STUDENTS CONTINUE TO APPLY EARLIER STANDARDS WITH GREATER COMPLEXITY. STUDENTS ARE EXPECTED TO:
- (A) LISTEN TO AND INTERPRET A SPEAKER'S MESSAGES (BOTH VERBAL AND NONVERBAL) AND ASK QUESTIONS TO CLARIFY THE SPEAKER'S PURPOSE OR PERSPECTIVE
- (29) LISTENING AND SPEAKING/TEAMWORK. STUDENTS WORK PRODUCTIVELY WITH OTHERS IN TEAMS. STUDENTS CONTINUE TO APPLY EARLIER STANDARDS WITH GREATER COMPLEXITY. STUDENTS ARE EXPECTED TO PARTICIPATE IN STUDENT-LED DISCUSSIONS BY ELICITING AND CONSIDERING SUGGESTIONS FROM OTHER GROUP MEMBERS AND BY IDENTIFYING POINTS OF AGREEMENT AND DISAGREEMENT.

§112.16. SCIENCE, GRADE 5, ADOPTED 2017.

- (2) SCIENTIFIC INVESTIGATION AND REASONING. THE STUDENT USES SCIENTIFIC PRACTICES DURING LABORATORY AND OUTDOOR INVESTIGATIONS. THE STUDENT IS EXPECTED TO:
- (A) DESCRIBE, PLAN, AND IMPLEMENT SIMPLE EXPERIMENTAL INVESTIGATIONS TESTING ONE VARIABLE;
 - (B) ASK WELL DEFINED QUESTIONS, FORMULATE TESTABLE HYPOTHESES, AND SELECT AND USE APPROPRIATE EQUIPMENT AND TECHNOLOGY;
 - (C) COLLECT AND RECORD INFORMATION USING DETAILED OBSERVATIONS AND ACCURATE MEASURING;
 - (D) ANALYZE AND INTERPRET INFORMATION TO CONSTRUCT REASONABLE EXPLANATIONS FROM DIRECT (OBSERVABLE) AND INDIRECT (INFERRED) EVIDENCE;
 - (F) COMMUNICATE VALID CONCLUSIONS IN BOTH WRITTEN AND VERBAL FORMS; AND
- (5) MATTER AND ENERGY. THE STUDENT KNOWS THAT MATTER HAS MEASURABLE PHYSICAL PROPERTIES AND THOSE PROPERTIES DETERMINE HOW MATTER IS CLASSIFIED, CHANGED, AND USED.
- (B) DEMONSTRATE THAT SOME MIXTURES MAINTAIN PHYSICAL PROPERTIES OF THEIR INGREDIENTS SUCH AS IRON FILINGS AND SAND AND SAND AND WATER; AND
 - (C) IDENTIFY CHANGES THAT CAN OCCUR IN THE PHYSICAL PROPERTIES OF THE INGREDIENTS OF SOLUTIONS SUCH AS DISSOLVING SALT IN WATER OR ADDING LEMON JUICE TO WATER.
- (8) EARTH AND SPACE. THE STUDENT KNOWS THAT THERE ARE RECOGNIZABLE PATTERNS IN THE NATURAL WORLD AND AMONG THE SUN, EARTH, AND MOON SYSTEM.
- (B) EXPLAIN HOW THE SUN AND THE OCEAN INTERACT IN THE WATER CYCLE

§113.16. SOCIAL STUDIES, GRADE 5, BEGINNING WITH SCHOOL YEAR 2011-2012.

- (4) HISTORY. THE STUDENT UNDERSTANDS POLITICAL, ECONOMIC, AND SOCIAL CHANGES THAT OCCURRED IN THE UNITED STATES DURING THE 19TH CENTURY.
- (24) SOCIAL STUDIES SKILLS. THE STUDENT APPLIES CRITICAL-THINKING SKILLS TO ORGANIZE AND USE INFORMATION ACQUIRED FROM A VARIETY OF VALID SOURCES, INCLUDING ELECTRONIC TECHNOLOGY. THE STUDENT IS EXPECTED TO:
- (C) ORGANIZE AND INTERPRET INFORMATION IN OUTLINES, REPORTS, DATABASES, AND VISUALS, INCLUDING GRAPHS, CHARTS, TIMELINES, AND MAPS;
 - (E) IDENTIFY THE HISTORICAL CONTEXT OF AN EVENT.

§111.7. MATHEMATICS, GRADE 5, 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;
- (B) USE A PROBLEM-SOLVING MODEL THAT INCORPORATES ANALYZING GIVEN INFORMATION, FORMULATING A PLAN OR STRATEGY, DETERMINING A SOLUTION, JUSTIFYING THE SOLUTION, AND EVALUATING THE PROBLEM-SOLVING PROCESS AND THE REASONABLENESS OF THE SOLUTION

§116.7. PHYSICAL EDUCATION, GRADE 5.

(7) SOCIAL DEVELOPMENT. THE STUDENT DEVELOPS POSITIVE SELF-MANAGEMENT AND SOCIAL SKILLS NEEDED TO WORK INDEPENDENTLY AND WITH OTHERS IN PHYSICAL ACTIVITY SETTINGS. THE STUDENT IS EXPECTED TO:

- (A) FOLLOW RULES, PROCEDURES, AND ETIQUETTE;
- (B) USE SPORTSMANSHIP SKILLS FOR SETTling DISAGREEMENTS IN SOCIALLY ACCEPTABLE WAYS SUCH AS REMAINING CALM, IDENTIFYING THE PROBLEM, LISTENING TO OTHERS, GENERATING SOLUTIONS, OR CHOOSING A SOLUTION THAT IS ACCEPTABLE TO ALL

§117.119. THEATRE, GRADE 5, ADOPTED 2013.

(1) FOUNDATIONS: INQUIRY AND UNDERSTANDING. THE STUDENT DEVELOPS CONCEPTS ABOUT SELF, HUMAN RELATIONSHIPS, AND THE ENVIRONMENT USING ELEMENTS OF DRAMA AND CONVENTIONS OF THEATRE. THE STUDENT IS EXPECTED TO:

- (A) DEVELOP CHARACTERIZATION USING SENSORY AND EMOTIONAL RECALL;
- (B) DEVELOP BODY AWARENESS AND SPATIAL PERCEPTIONS USING PANTOMIME;
- (C) RESPOND TO SOUNDS, MUSIC, IMAGES, LANGUAGE, AND LITERATURE USING MOVEMENT;
- (D) EXPRESS EMOTIONS AND RELATE IDEAS USING INTERPRETIVE AND PLANNED MOVEMENT AND DIALOGUE;
- (E) INTEGRATE LIFE EXPERIENCES IN DRAMATIC PLAY;
- (F) PORTRAY ENVIRONMENT, CHARACTER, AND ACTIONS; AND
- (G) DEMONSTRATE CORRECT USE OF BASIC THEATRICAL TERMINOLOGY.

(2) CREATIVE EXPRESSION: PERFORMANCE. THE STUDENT INTERPRETS CHARACTERS USING THE VOICE AND BODY EXPRESSIVELY AND CREATES DRAMATIZATIONS. THE STUDENT IS EXPECTED TO:

- (A) DEMONSTRATE SAFE USE OF THE VOICE AND BODY;
- (B) DESCRIBE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS IN DETAIL;
- (C) CREATE MOVEMENTS AND PORTRAY A CHARACTER USING DIALOGUE APPROPRIATELY;
- (D) DRAMATIZE LITERARY SELECTIONS IN UNISON, PAIRS, OR GROUPS, DEMONSTRATING A LOGICAL CONNECTION OF EVENTS AND DESCRIBING THE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS; AND
- (E) CREATE SIMPLE STORIES COLLABORATIVELY THROUGH IMAGINATIVE PLAY, IMPROVISATIONS, AND STORY DRAMATIZATIONS, DEMONSTRATING A LOGICAL CONNECTION OF EVENTS DESCRIBING THE CHARACTERS, THEIR RELATIONSHIPS, AND THEIR SURROUNDINGS.

(3) CREATIVE EXPRESSION: PRODUCTION. THE STUDENT APPLIES DESIGN, DIRECTING, AND THEATRE PRODUCTION CONCEPTS AND SKILLS. THE STUDENT IS EXPECTED TO:

- (A) DEMONSTRATE CHARACTER, ENVIRONMENT, ACTION, AND THEME USING PROPS, COSTUMES, AND VISUAL ELEMENTS;
- (B) ALTER SPACE APPROPRIATELY TO CREATE SUITABLE PERFORMANCE ENVIRONMENTS FOR PLAYMAKING;
- (C) PLAN DRAMATIZATIONS COLLABORATIVELY; AND
- (D) INTERACT COOPERATIVELY WITH OTHERS IN DRAMATIZATIONS