TEACHER RESOURCE GUIDE

The Magic School Bus: Lost in the Solar System

School Matinee Performances

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EDUCATION

The lessons and activities in this guide are driven by the Ohio Learning Standards in English Language Arts (2017), Fine Arts (2024), Science (2018-2019), Social & Emotional Learning (2019) and Social Studies (2018).

21st century skills of creativity, critical thinking and collaboration are embedded in the process of bringing the page to the stage. Seeing live theater encourages students to read, develop critical thinking skills and to be curious about the world around them.

This Teacher Resource Guide includes background information, questions and activities that can stand alone or work as building blocks toward the creation of a complete unit of classroom work.

The lessons and activities in this guide are created and adapted Jeanine Tesch in partnership with Playhouse Square's Education Department.

The Ohio Arts Council helps fund this organization with state tax dollars to encourage economic growth, educational excellence and cultural enrichment for all Ohioans.

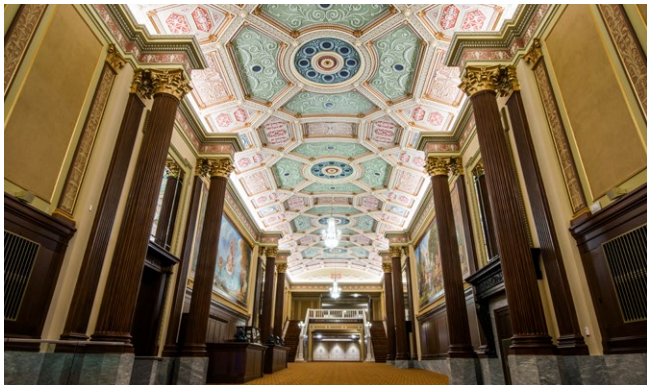
Playhouse Square is supported in part by the residents of Cuyahoga County through a public grant from Cuyahoga Arts & Culture.

ABOUT PLAYHOUSE SQUARE

Playhouse Square is an exciting field trip destination! The not-for-profit Playhouse Square attracts more than one million guests to 1000+ shows and events each year. Five of Playhouse Square's 12 venues are historic theaters that first opened in the early 1920s. By the late 1960s, they had been abandoned. A group of volunteers saved the theaters from being turned into parking lots. Now, all five historic theaters are fully restored.

You'll find Broadway, concerts, comedy, dance and family shows on Playhouse Square's stages, along with performances and events held by Playhouse Square's eight resident companies: The City Club of Cleveland, Cleveland Ballet, Cleveland International Film Festival, Cleveland Play House, Cleveland State University's Department of Theatre and Dance, DANCECleveland, Great Lakes Theater and Tri-C JazzFest.

When you visit, be sure to check out the retro Playhouse Square sign with its 9-foot-tall letters and the largest outdoor chandelier in North America – the Playhouse Square Chandelier generously presented by GE Lighting, a Savant company.



COMING TO THE THEATER

This discussion and attendance at one of our in-person School Matinee Performances address the following Fine Arts Ohio Learning Standards for Drama: K.1RE, K.2RE, K.5RE, 1.1RE, 2.1RE, 2.3CO, 2.5RE, 3.1RE, 3.5RE, 4.1RE, 5.1RE

We look forward to welcoming you and your students to Playhouse Square! To prepare for a successful field trip, we encourage you to spend some time discussing the differences between coming to the theater and watching a television show or movie or attending a sporting event, especially if you have students who have not yet had the opportunity to attend a live theater performance. Cleveland has a vast arts district with many theatres at the professional and community level. Have any students attended a theatrical performance at Playhouse Square before? How about anywhere else in the community? At school?

Here are a few points to begin the discussion:

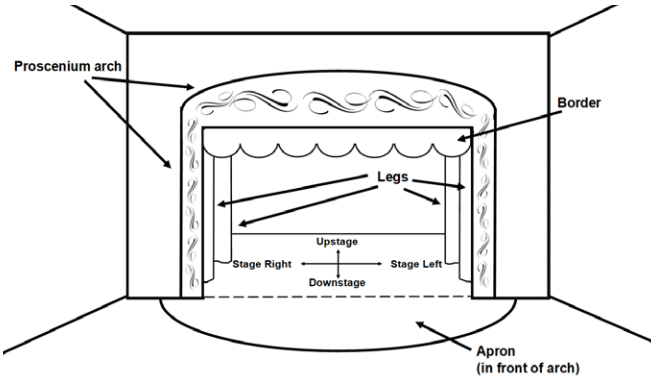
- You and your students will be greeted and helped to your seats by members of Playhouse Square's staff and "RedCoat" volunteers.
- The Mimi Ohio Theatre is a proscenium theater, featuring a large archway and raised stage. Learn about other features you'll see on the next page. Can you point them out when you get to the show?
- Theaters are built to magnify sound. Even the slightest whisper can be heard throughout the theater. Remember that not only can those around you hear you, but the performers can also too.
- As you watch the performance, feel free to respond by laughing or applauding. Theatre is meant to excite, entice and motivate its audience. It helps us to see a different perspective from our own.
- Food, drink and gum are not permitted in the theater for school matinee performances.
- Photography and recording of performances are not permitted.
- Mobile phones and other electronic or noise-making devices should be silenced and put away before the performance begins.
- When the houselights dim, the performance is about to begin. Please turn your attention toward the stage.
- After the performance, a member of the Playhouse Square staff will come out on stage to dismiss each school by group number. Check around your seat to make sure you have all your personal belongings before leaving.

Parts of a Theater

Theater is both a place *and* a thing. It's the art of creating and producing plays, the act of performing plays, and it's a place where plays are performed. Theater can take place anywhere – at school, a big fancy building or even outside. The Mimi Ohio Theatre, our main stage for school matinee performances, is over 100 years old and seats over 1,000 guests.

There are many types of theaters, including thrust stages, amphitheaters, black boxes and proscenium theaters. The Mimi Ohio Theatre is an example of a proscenium theater, or a theater that features a proscenium, or "picture frame" arch. The diagram below shows an example of this and other elements that are visible during a theater performance. Review the glossary below prior to the show and ask students how many terms they can recognize and point out during their visit. These terms may reappear in other pre- and post-show activities provided in this guide.

An exact paper model of the Mimi Ohio Theatre is linked on our Resources page and can be printed out. Work individually or as a class to assemble your own replica, learn hands-on about the parts of the theater, and stage your very own productions!



Glossary

Apron – the section of the stage floor which projects towards or into the auditorium. In proscenium theatres, it's the part of the stage in front of the proscenium arch, above the orchestra pit.

Blackout – an absence of stage lighting, often cued to distinguish the start or end of a show or scene

Borders and Legs – curtains or panels framing the stage. Legs are flown vertically to hide the wings or offstage areas. Borders are flown across the top of the stage.

Cast – a group of actors in a play

Character – a person in a novel, play or movie portrayed by an actor

Choreography – rehearsed movement or dance

Chorus – a group of singers and dancers in a play or musical

Costumes – the clothing worn by the actors onstage

Cyclorama – a curved, plain cloth filling the rear of the stage, often used as a sky backing or to project lighted backgrounds

Main Rag, or Main Curtain – large, heavy curtain (often red) that separates the stage from the audience

Props – objects used by characters on stage, usually small enough to be carried easily

Proscenium – an arch framing the opening between the stage and the auditorium in some theaters

Scene – a division of an act or play. Often, scenes change when characters or set pieces change to indicate a new place or time.

Set – the environment of the play; scenery and furniture used on the stage

Stage directions – movements or placements of actors on stage

- *Onstage* means standing where an audience is able to see you. *Offstage* usually means outside of view but still on the actual stage.
- If you are standing in the center of the stage, you are *center stage*. If you are standing center stage, you are facing *downstage* and the area behind you is *upstage*.
- If you are standing center stage, facing the audience, *stage right* is to your right and *stage left* is to your left.

ABOUT THE SHOW

When the class gets lost on the way to the planetarium, Ms. Frizzle saves the day by blasting into outer space for an epic interplanetary field trip! But when rivalries both old and new threaten to tear the students apart, the young heroes must learn to pull together or risk getting forever lost in the solar system.

Hop on the Magic School Bus for a ride in this new musical adaptation based on the original book series written by Joanna Cole & Bruce Degen and published by Scholastic.

About TheaterWorksUSA

TheaterWorksUSA's mission is to create exceptional, transformative theatrical experiences that are accessible to young and family audiences in diverse communities throughout New York City and North America. TWUSA believes that access to art – and theater in particular – is vital for youth programming to address the disproportionate accessibility of art for young people across the country. Now more than ever, TheaterWorks not only entertains but creates experiences that bring audiences together by encouraging compassion, inclusivity and anti-racism, and inspiring young people by giving them a reason to look up with optimism and hope. For nearly six decades they have been a trailblazer in the not-for-profit theater industry with a repertoire of over 140 literature and history-based plays and musicals. Having served over 100 million children, educators and families, TWUSA continues to play a leading role in the rise of theater for young audiences as an art form. Learn more at twusa.org.

PLANETS IN THE SOLAR SYSTEM

Science: K.ESS.1, K.ESS.2, 1.ESS.1, 1.ESS.2, 2.ESS.1, 2.ESS.2, 3.ESS.1, 3.ESS.2, 4.ESS.1, 4.ESS.2, 5.ESS.1, 5.ESS.2

The Solar System is a group of planets, moons and other space objects that all orbit the Sun. All eight planets are unique in size, color and temperature.

Neptune
- Neptune is the eighth and farthest planet from the Sun.
- It's blue, very cold and has lots of storms.
- Neptune has the fastest winds in the solar system.

Uranus
- Uranus is the seventh planet from the Sun.
- It spins on its side, which is very different!
- Uranus is blue-green in color.
- It's made of gas and ice.

Saturn
- Saturn is the sixth planet from the Sun.
- It's known for its beautiful rings made of ice, dust, and rock.
- Saturn is a gas planet and could float in water!
- It has more moons than any of the other planets.

Jupiter
- Jupiter is the fifth planet from the Sun.
- It's the biggest planet in our solar system.
- Jupiter has a huge storm called the Great Red Spot.

Mars
- Mars is called the Red Planet.
- Mars has two tiny moons.
- It has big volcanoes and dust storms.
- Scientists study Mars to look for signs of life.

Venus
- Venus is the second planet from the Sun.
- It's almost the same size as Earth.
- Thick clouds cover Venus and keep in heat, making it the hottest planet.
- Venus has no moons.

Earth
- Earth is where we live.
- It's the only planet we know that has life.
- Earth has air, water, land, and one moon.
- It's the third planet from the Sun.

Mercury
- Mercury is the closest planet to the Sun.
- It gets very hot during the day and very cold at night.
- Mercury has no moons.
- It's the smallest planet and looks gray and rocky.

KEY TERMS & EVENTS

alien – a make-believe creature from another planet

asteroid – a big rock that moves around in space

atom – small piece that cannot be seen

crater – a big hole in the ground, often made by something hitting it

dodge – to quickly move out of the way

explorers – people who go to new places to learn about them

experiment – a careful test to try a new idea

gravity – a force that pulls things down or keeps them on the ground

hospitality – a kind and welcoming way to treat guests

innumerable – very many, cannot be counted

meteorite – a space rock that falls to Earth

molecule – a small piece of something

observation – the act of watching something closely to learn

ozone – a layer of gas in the sky that helps protect earth from the sun

planetarium – a place to learn about stars and planets

propeller – a spinning blade that helps something fly or move in water

surface pressure – the force that pushes on things at the surface of a planet

tether – a rope or cord used to keep something from floating away

toxic gas – bad air that can be harmful or make a person sick

universe – everything that exists like stars, planets and more

PRE-SHOW ACTIVITIES

Classroom Connections Video Workshop (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
English/Language Arts: SL.K.1, SL.1.1, SL.2.1, SL.3.1, SL.4.1, SL.5.1
Physical Education: 1A.K.3, 1A.1.3, 2A.1.3, 2A.2.3, 1A.3.4, 3B.3.4, 3B.4.4, 3B.5.4
Science: K.LS.2, 1.LS.1, 1.LS.2, 1.PS.2, 2.PS.1
Social & Emotional Learning: D1.1.a, D3.2.a, E1.1.a, E1.2.a, D1.1.b, E1.1.b

Playhouse Square teaching artists design workshops to actively explore and connect with the art forms and themes students will see during the performance. Join Molly and AJ as they lead a physical warm-up, visit the Great Lakes Science Center and learn all about astronauts in space!

There are **25** astronauts from Ohio:
Neil Armstrong - Wapakoneta
Charles A Bassett II – Dayton
Kenneth D. Cameron – Cleveland
Nancy J. Currie – Troy
Donn F. Eisele – Columbus
Michael J. Foreman – Wadsworth
Michael L. Gernhardt – Mansfield
John H. Glenn Jr. – Cambridge
Michael T. Good – Broadview Heights
Gregory J. Harbaugh – Willoughby
Karl G. Henize – Cincinnati
Thomas J. Hennen – Columbus
Terence T. Hendricks – Woodville
Gregory H. Johnson – Fairborn
James A. Lovell – Cleveland
G. David Low – Cleveland
Robert F. Overmyer – Westlake
Ronald A. Parise – Warren
Judith A Resnik – Akron
Ronald M. Sega – Cleveland
Robert C. Springer – Ashland
Donald A. Thomas – Cleveland
Carl E. Walz – Cleveland
Mary Ellen Weber – Bedford Heights
Sunita L. Williams – Euclid

ADDITIONAL TERMS:

aerospace – all areas beyond Earth's surface
astronaut – a special kind of scientist who travels by spaceship to explore outer space
Fahrenheit – a measure of temperature to know how cold or hot the atmosphere is
International Space Station – a large space craft that orbits Earth, serving as a science lab and a home for astronauts
mass – the amount of matter or "stuff" inside an object
rivalry – the act of competing for the same thing
rotate – to turn

Mission Vocabulary (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
English/Language Arts: L.K.4, L.1.4, L.2.4, L.3.4, L.4.4, L.5.4

Begin by reviewing the Key Terms listed on pg. 8 with the entire class to ensure a shared understanding. This step sets the foundation for the activity and ensures all students are familiar with the vocabulary.

Next, divide students into small groups. Assign each group a unique set of vocabulary words along with their corresponding definitions. Make sure no two groups receive the same terms. Provide each team with a piece of poster paper. The team should collaborate to create an imaginative, outer space-themed illustration that visually represents the meanings of their assigned words. For example, a group might depict an asteroid colliding with a planet, an astronaut secured by a tether, or a planetarium drifting through the Milky Way. Students should clearly label each vocabulary word on their drawing. They should also write simple, descriptive sentences using each word to explain what is happening in their scene.

Once all groups have completed their work, they will present their section of the galaxy to the class, explaining how their vocabulary words are represented. Display all the group posters around the classroom to form a cohesive and engaging "Mission Vocabulary" gallery.

Frizzle Finder Trivia (Grades: K-5)

English/Language Arts: L.K.4, RF.K.4, L.1.4, RF.1.4, L.2.4, RF.2.4, L.3.4, RF.3.3, L.4.4, RF.4.3, L.5.4, RF.5.3
Fine Arts: Music: K.1CO, K.3CO, 1.1CO, 1.3CO, 2.1CO, 2.3CO, 3.1CO, 3.3CO, 4.1CO, 4.3CO, 5.1CO, 5.3CO
Science: K.ESS.1, K.ESS.2, 1.ESS.1, 1.ESS.2, 2.ESS.1, 2.ESS.2, 3.ESS.1, 3.ESS.2, 4.ESS.1, 4.ESS.2, 5.ESS.1, 5.ESS.2

Begin by reading the Planets in the Solar System information on pg. 7 as a class. Consider spending multiple days on this review to build familiarity, possibly focusing on one topic or planet per day. To reinforce learning, incorporate songs about space (see example listed in Resources on pg. 22) to help students memorize key facts. Music and repetition supports long-term retention.

Next, organize a class trivia game by dividing students into small groups or teams. The trivia cards on pages 12-15 should be printed double-sided, resulting in two sheets, each with questions on one side and answers on the reverse. After cutting out the cards, ensure that the question appears on the front and the corresponding answer on the back. Stack the cards with the answer side facing down. During each turn, a player draws a card and reads the question aloud for the opposing team to answer. The reader then flips the card to reveal the correct answer. If the response is correct, the answering team keeps the card; if incorrect, the card is returned to the bottom of the stack. Play continues until all cards have been used. The team with the most cards at the end of the game is declared the winner. Ensure all students have an opportunity to participate, and be sure to foster a fun, engaging learning environment.

To adapt for early elementary grades, the teacher may act as the "Space Commander" to read questions aloud and keep score, allowing students to focus on listening and responding.

Question Cards - Set 1

What is the closest planet to the sun?

What planet is the biggest in our solar system?

Which planet is farthest from the sun?

What is the name of the galaxy we live in?

What planet has a huge storm called the Great Red Spot?

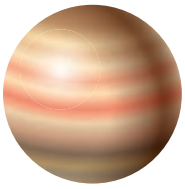
What planet is blue and very cold?

Which planet has two tiny moons?

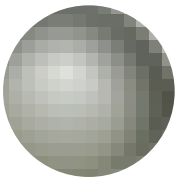
What planet has the tallest volcano in the solar system?

Answer Cards - Set 1

JUPITER



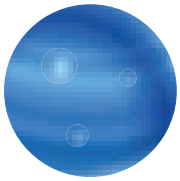
MERCURY



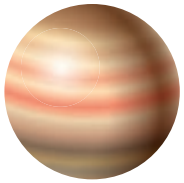
THE MILKY WAY

NEPTUNE

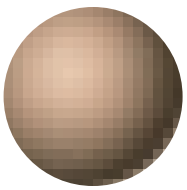
NEPTUNE



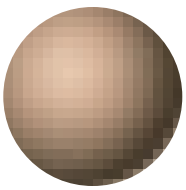
JUPITER



MARS



MARS



Question Cards - Set 2

Which planet is called the Red Planet?

What planet is known for spinning on its side?

What is the hottest planet in the solar system?

Which planet has the most moons?

What planet has thick clouds that trap heat?

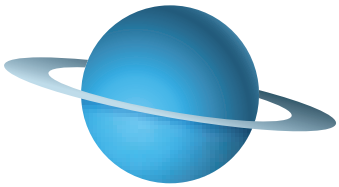
Which planet could float in water because it's so light?

What planet has land, air, and water for living things?

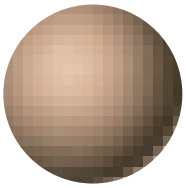
Which planet has no moons and is closest to the sun?

Answer Cards - Set 2

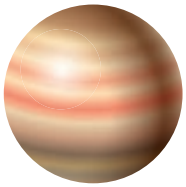
URANUS



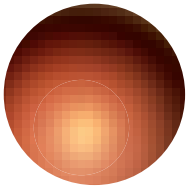
MARS



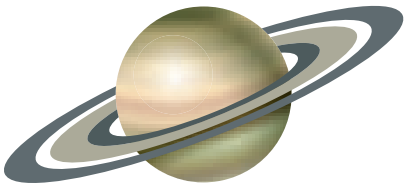
JUPITER



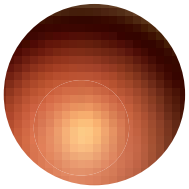
VENUS



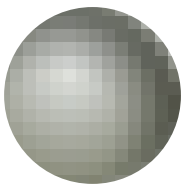
SATURN



VENUS



MERCURY



EARTH

Let's Talk About Jealousy (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Pre-Show Activity:
English/Language Arts: SL.K.1, SL.K.3, SL.K.4, SL.1.1, SL.1.3, SL.1.4, SL.2.1, SL.2.3, SL.2.4, SL.3.1, SL.3.3, SL.3.4, SL.4.1, SL.4.3, SL.4.4, SL.5.1, SL.5.3, SL.5.4
Fine Arts: Visual Arts: K.1CO, K.2CO, K.3CO, 1.1CO, 1.2CO, 1.3CO, 2.1CO, 2.2CO, 2.3CO, 3.1CO, 3.2CO, 3.3CO, 4.2CO, 4.3CO, 5.2CO, 5.3CO
Social & Emotional Learning: A1.1.a, A1.2.a, A1.3.a, A1.4.a, A2.1.a, A2.2.a, A1.1.b, A1.2.b, A1.3.b, A1.4.b, A2.1.b, A2.2.b

The Magic School Bus performance will portray the rivalry and jealousy between the characters Arnold and Janet. To support students' social and emotional development, this activity will assist them to identify and manage feelings of jealousy. It also encourages empathy and teaches students to value the unique qualities that make each person special.

Begin by reading picture book version of *The Magic School Bus: Lost in the Solar System*, stopping to talk to the class about moments of jealousy and rivalry in the story. For early learners, consider reading a few other picture books that introduce these topics (see Resources on pg. 22). Facilitate a conversation on healthy ways to navigate feelings of jealousy. A list of grade-appropriate discussion questions is provided below.

Next, have students complete the My Stellar Self worksheet (next page), focusing on their uniqueness. They should use words and drawings to decorate the rocket picture with their traits and strengths.

To conclude, invite students to raise their hands and share their thoughts on what was covered. Help them recognize the strengths each person contributes to the classroom community. Here are some questions to start the discussion:

Grades K-2

1. Have you ever wanted something that someone else had (like a toy or a turn) and it made you feel a little sad or mad? What happened? What helped you feel better?

2. When someone else wins a game or does something really awesome, how can we still feel happy about ourselves? How does it feel when we clap or cheer for our friends?

3. Why do you think people are good at different things, like drawing, running or singing? What's something you're really good at? What's something your friend is really good at?

4. If you and your friend both want the same toy or job in a game, what can you do so everyone feels happy? What nice words can we use to fix the problem together?

5. When you feel left out or sad, how can you still be kind to others?

Grades 3-5

1. What does "rivalry" mean? Is it good or bad?

2. Have you ever felt jealous of someone? What made you feel that way, and how did you deal with it?

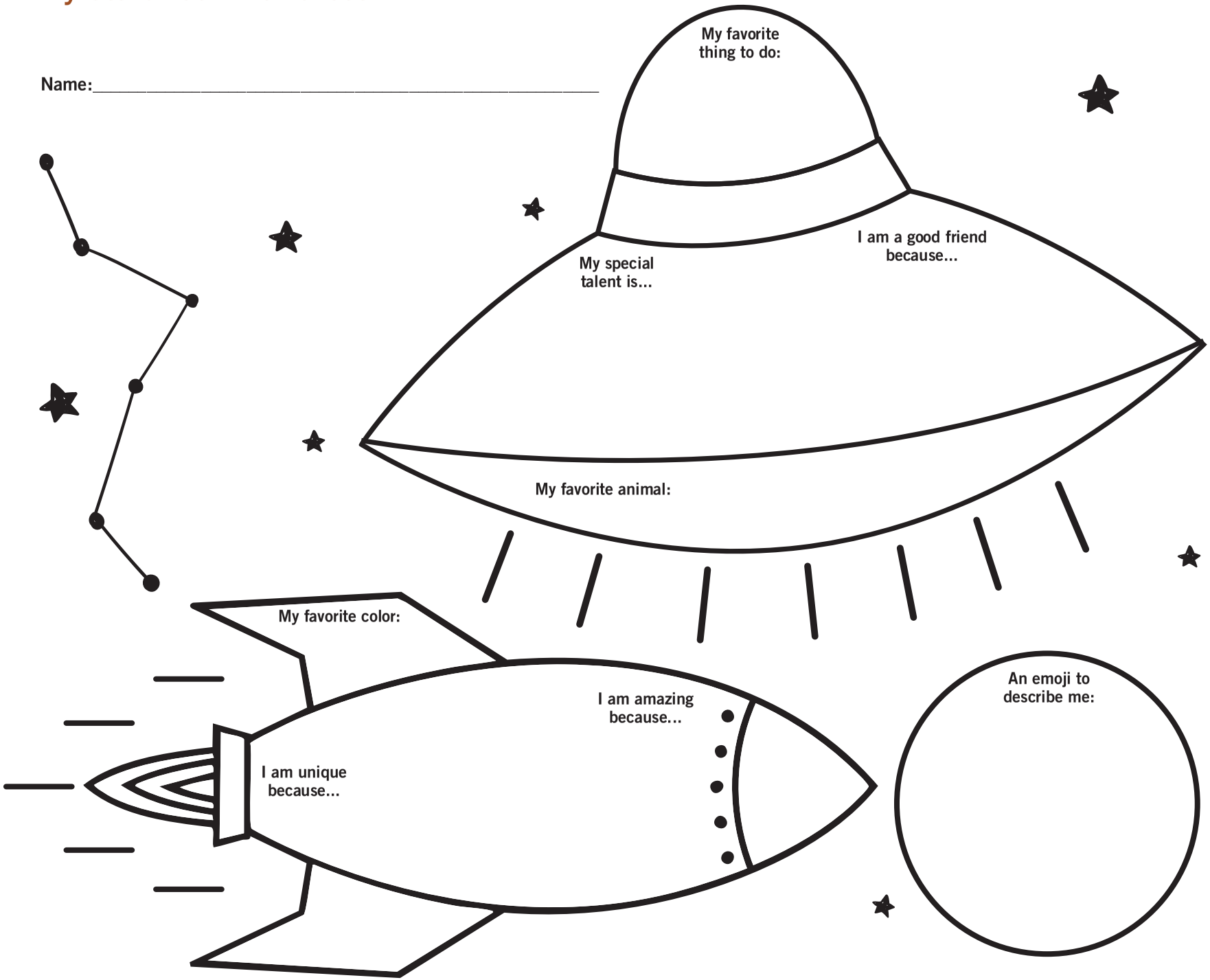
3. Why is it important to notice and celebrate other people's strengths, even if we feel left out sometimes? How can appreciating others help build stronger friendships?

4. When two people want the same thing (like being first in line or chosen for a game) what are some fair ways to solve the problem? How do you think these choices affect how others feel?

5. Can rivalry or jealousy ever help you learn more about yourself? What have those feelings taught you about your own goals or values?

My Stellar Self Worksheet

Name:_____



POST-SHOW ACTIVITIES

Astronaut Training (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
English/Language Arts: W.K.1, W.K.2, W.K.3, W.1.1, W.1.2, W.1.3, W.2.1, W.2.2, W.2.3, W.3.1, W.3.2, W.3.3, W.4.1, W.4.2, W.4.3, W.5.1, W.5.2, W.5.3
Fine Arts: Drama: K.1PE, 2.1PE, 4.3PE
Social Studies: K.HIS.2, K.HIS.4, K.GEO.6, 1.HIS.2, 1.HIS.3, 1.GEO.5, 2.HIS.2, 2.HIS.3, 2.HIS.4, 3.HIS.1, 3.HIS.2, 3.GEO.4, 4.HIS.2, 4.GOV.15, 5.GOV.11, 5.GOV.12

Students will rotate through a series of fast-paced, space-themed challenges designed to build skills in speed, coordination, focus and teamwork.

Set up materials for each game station around the classroom (list on pg. 19). Pre-set a timer for one minute. Each activity lasts one minute, with one team member participating at each station. After each round, signal the start of the next challenge by ringing a bell, playing a sound effect or calling out "Blast off!"

Once all stations are complete, assign each team a group project. Have the students think about the skills practiced during the games that are also important for astronauts. Using age-appropriate photos, short videos, webpages and library books, each group will research one notable astronaut. Groups will collect basic facts: the astronaut's full name, where they are from, key achievements and an inspiring or fun fact.

To present their findings, students will create a poster featuring images and a few labeled sentences about their assigned astronaut. Hang all the posters around the room and conclude with a "Space Heroes Gallery Walk," where students present their work to the class.


Mae Jemison


Neil Armstrong


Sally Ride


John Glenn

Game Stations

Astronaut Breathing: Play a one-minute breathing meditation video (see Resources). Students practice slow, deep breaths like astronauts managing their oxygen. No laughing or distractions allowed. The teacher selects the winner.

Balance Blast: Tape a long line across the floor. Students race while balancing as they walk across it. For added challenge, have them hop on one leg or balance an item on a spoon (like a balloon or cotton ball) without dropping it.

Direction Dash: Place four signs labeled N, S, E and W in different corners of the room. Call out directions like "Two steps north, one step east" and students move accordingly. The most accurate movements within one minute win.

Galaxy Puzzle: Students race to complete a simple, space-themed jigsaw puzzle. For a DIY puzzle, cut a printed picture into pieces to create one made of paper.

Gear Up: Set out astronaut gear pieces (gloves, helmet, boots). Students race to put on the gear before the timer ends.

Meteor Toss: Provide soft objects (meteors) for students to toss into a bucket from a short distance. Count how many successful tosses are made in one minute.

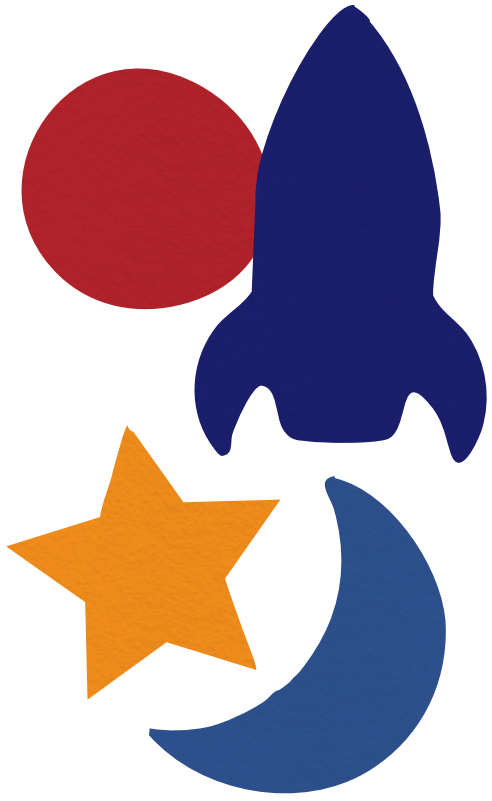
Mission, Act: Give each player a prompt (ex: fix the ship, call for help) to act out using no words, just gestures. The first team to guess correctly wins!

Orbit Obstacles: Create a racecourse around cones or chairs (planets). If a student knocks anything over, they must start again.

Planet Hop: Set up colored paper circles on the floor. Students hop from one "planet" to another without touching the floor.

Space Shape Sort: Fill a bin with paper space shapes (stars, moons, rockets). Students sort or match the shapes into correct groups before the timer ends.

Survival Guide: Each student picks a planet card (see pg. 4) and lists or draws things astronauts would need to survive there. The longest and most accurate list wins.



Alien's Point of View (Grades: K-5)

The Ohio Learning Standards listed below are addressed in the following Post-Show Activity:
English/Language Arts: W.K.1, W.K.2, W.K.3, W.1.1, W.1.2, W.1.3, W.2.1, W.2.2, W.2.3, W.3.1, W.3.2, W.3.3, W.4.1, W.4.2, W.4.3, W.5.1, W.5.2, W.5.3
Fine Arts: Visual Arts: K.1CO, K.2CO, K.3CO, 1.1CO, 1.2CO, 1.3CO, 2.1CO, 2.2CO, 2.3CO, 3.1CO, 3.2CO, 3.3CO, 4.2CO, 4.3CO, 5.2CO, 5.3CO

What would happen if an alien came to Earth? In this fun creative writing activity, students will pretend to be aliens visiting Earth for the very first time.

Give students the worksheet on the next page. They will draw a picture of their alien coming to Earth for the first time, using as much creativity and silliness as they like. How many eyes does their alien have? What color is their hair?

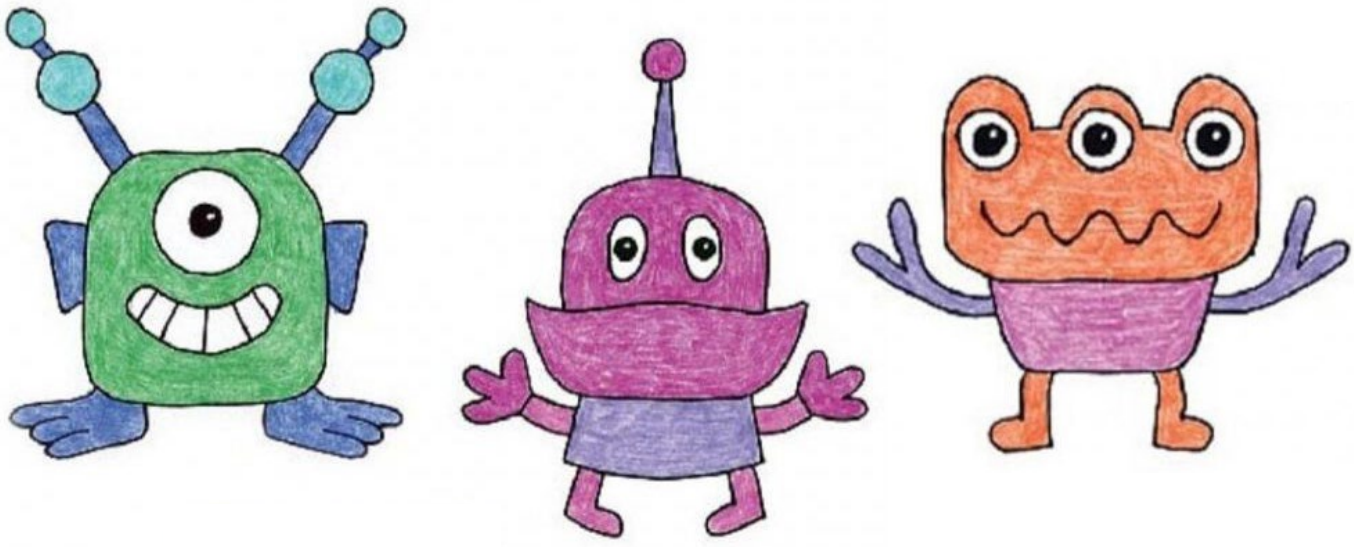
Below the drawing, there are lines for students to write simple sentences describing Earth from the alien's point of view. Remind them to really put themselves in their alien's shoes. Encourage the use of sensory details:

- What does the alien see, hear, smell or feel?
- What surprises or confuses the alien?
- What does the alien like or dislike about Earth?

For example, they might write, "I see big green trees and smell French fries," or "Earth is so noisy!"

Support students in using descriptive language to express what the alien notices or enjoys about Earth. Invite them to share their alien's observations with the class. Conclude with a discussion on imagining another point of view. Ask them:

- Was it fun to imagine what Earth looks like to someone who's never been here?
- Did your alien notice things that we don't usually think about?
- Why do you think it's important to try to understand how someone else feels or sees the world?



Name:_____

Directions: Write your sentences from the alien's point of view and then draw a picture to match what the alien saw!

WHEN I ARRIVED ON EARTH I SAW...

RESOURCES

BOOKS

Chrysanthemum, by Kevin Henkes

Enemy Pie, by Derek Munson

Have You Filled a Bucket Today?, by Carol McCloud

I'm Gonna Like Me: Letting Off a Little Self-Esteem, by Laura Cornell and Jamie Lee Curtis

My Many Colored Days, by Dr. Seuss

Stand Tall, Molly Lou Melon, by Patty Lovell

The Dot, by Peter H. Reynolds

The Magic School Bus: Lost in the Solor System, by Joanna Cole & Bruce Degen

The Rainbow Fish, by Marcus Pfister

Those Shoes, by Maribeth Boelts

WEB

Classroom Connections Workshop Video
The Magic School Bus: Lost in the Solar System
Pre-Show Workshop Video. Password: Liz49SB https://vimeo.com/1107489312

"Frizzle Finder Trivia" Activity
The Planets of our Solar System Song, YouTube, uploaded by Hopscotch, https://youtu.be/RvfVTPYw-kA?si=nEZ_gj0DCmINODaE

The Planet Song-8 Planets of the Solar System for Kids, YouTube, uploaded by KLT, https://youtu.be/mQrlgH97v94?si=WoIg0V29CkWDVzmj

The Solar System Song-The Planets, Moons and Dwarf Planets Too!, YouTube, uploaded by Playtime Pixels, https://youtu.be/G9ZEjJ_Pe74?si=ZKnKbhIZOnk2IpcC

"Let's Talk About Jealousy" Activity
Chrysanthemum by Kevin Henkes, YouTube, uploaded by HarperKids, https://youtu.be/dKQQPBSuKuU?si=wvOMABdfeZaSZw4H

The Dot by Peter H. Reynolds, YouTube, uploaded by Magical Little Minds, https://youtu.be/sg-aGFsOk1I?si=K1Q107CA_ads9DRp

Enemy Pie by Derek Munson, YouTube, uploaded by Storyline Online, https://youtu.be/b_I9NgXKtC8?si=PjLrvXYegemyvNVW

Have You Filled a Bucket Today? By Carol McCloud, YouTube, uploaded by Toadstools and Fairy Dust, https://youtu.be/iF6NEvfS1ro?si=XWhWAPyRM32wEsnk

I'm Gonna Like Me: Letting Off a Little Self-Esteem by Laura Cornell and Jamie Lee Curtis, YouTube, uploaded by Auntie Camilla's Storytime, https://youtu.be/x-bo0sOTmbs?si=BMnPCwmMt8fJmudc

My Many Colored Days by Dr. Seuss, YouTube, uploaded by Read Well, https://youtu.be/X6pNNiwnMZM?si=M-fNB83Nwd5gA_Nv

The Rainbow Fish by Marcus Pfister, YouTube, uploaded by Storyline Online, https://youtu.be/r9mryuEKkKc?si=LiKsnp9_grbNaIiF

Stand Tall, Molly Lou Melon by Patty Lovell, YouTube, uploaded by Storytime Now!, https://youtu.be/54Q3MwhGzKw?si=EKpECjC1ZNWIm1V1

Those Shoes by Maribeth Boelts, YouTube, uploaded Magical Little Minds, https://youtu.be/bGKYmjaYqhY?si=Lo3K8S6IkWzbNm7x

"Ohio Theatre Letterbox" Activity
https://www.playhousesquare.org/assets/doc/Printable-Ohio-model-4dad95fd76.pdf

Visiting Playhouse Square Social Stories
For Schools and Groups.
https://vimeo.com/228684472

For Families and Homeschools.
https://vimeo.com/228683843

CURRICULUM STANDARDS INDEX

English/Language Arts

Standard	Description	Grade	Activity	Page
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	K	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.K.4	Read emergent-reader texts with purpose and understanding.	K	Frizzle Finder Trivia	11
SL.K.1	Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	K	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K	Let's Talk About Jealousy	16
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K	Let's Talk About Jealousy	16
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ...).	K	Astronaut Training Alien's Point of View	18 20
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	K	Astronaut Training Alien's Point of View	18 20
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K	Astronaut Training Alien's Point of View	18 20
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.1.4	Read with sufficient accuracy and fluency to support comprehension. a rate, and expression on successive readings.	1	Frizzle Finder Trivia	11
SL.1.1	Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	1	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1	Let's Talk About Jealousy	16

SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1	Let's Talk About Jealousy	16
W.1.1	Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.	1	Astronaut Training Alien's Point of View	18 20
W.1.2	Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.	1	Astronaut Training Alien's Point of View	18 20
W.1.3	Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1	Astronaut Training Alien's Point of View	18 20
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	2	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	2	Frizzle Finder Trivia	11
SL.2.1	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.	2	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2	Let's Talk About Jealousy	16
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2	Let's Talk About Jealousy	16
W.2.1	Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2	Astronaut Training Alien's Point of View	18 20
W.2.2	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2	Astronaut Training Alien's Point of View	18 20
W.2.3	Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2	Astronaut Training Alien's Point of View	18 20

L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	3	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	3	Frizzle Finder Trivia	11
SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3	Let's Talk About Jealousy	16
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3	Let's Talk About Jealousy	16
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	Astronaut Training Alien's Point of View	18 20
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	Astronaut Training Alien's Point of View	18 20
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	Astronaut Training Alien's Point of View	18 20
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	4	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4	Frizzle Finder Trivia	11
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	4	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	4	Let's Talk About Jealousy	16
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4	Let's Talk About Jealousy	16

W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4	Astronaut Training Alien's Point of View	18 20
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4	Astronaut Training Alien's Point of View	18 20
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4	Astronaut Training Alien's Point of View	18 20
W.4.3	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	4	Astronaut Training Alien's Point of View	18 20
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	5	Mission Vocabulary Frizzle Finder Trivia	10 11
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5	Frizzle Finder Trivia	11
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	5	Pre-Show Workshop Video Let's Talk About Jealousy	9 16
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5	Let's Talk About Jealousy	16
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5	Let's Talk About Jealousy	16
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5	Astronaut Training Alien's Point of View	18 20
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5	Astronaut Training Alien's Point of View	18 20
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	5	Astronaut Training Alien's Point of View	18 20

Fine Arts – Drama

Standard	Description	Grade	Activity	Page
K.1PE	Imitate movements, voices, and feelings of people, animals and objects through dramatic play.	K	Astronaut Training	18
K.1RE	Use basic theatre vocabulary after attending a theatrical experience to discuss what was seen.	K	Coming to the Theater	4
K.2RE	Describe what a playwright does.	K	Coming to the Theater	4
K.5RE	Demonstrate ways an audience can show respect when watching a theatrical performance.	K	Coming to the Theater	4
1.1RE	Use appropriate theatre vocabulary (character, time and place) to describe dramatic and theatrical experiences.	1	Coming to the Theater	4
2.1PE	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (skits, puppetry, pantomime, improvisation and storytelling).	2	Astronaut Training	18
2.1RE	Use appropriate theatre vocabulary (such as plot or setting) after attending a theatrical performance.	2	Coming to the Theater	4
2.3CO	Identify the arts that are used to create a theatrical performance.	2	Coming to the Theater	4
2.5RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.	2	Coming to the Theater	4
3.1RE	Describe the visual, aural, and kinetic elements present in stories and plays using appropriate theatrical vocabulary.	3	Coming to the Theater	4
3.5RE	Identify methods used by actors, directors, and designers to make connections with an audience in a proscenium theater.	3	Coming to the Theater	4
4.1RE	Explain, through appropriate theatrical vocabulary, how manipulation of technical elements brings about changes in performances.	4	Coming to the Theater	4
4.3PE	Direct peers in performing a dramatic task or action.	4	Astronaut Training	18
5.1RE	Use appropriate theatrical vocabulary and terminology to examine and discuss how manipulation of theatrical elements affects the interpretation of theatrical works.	5	Coming to the Theater	4

Fine Arts – Music

Standard	Description	Grade	Activity	Page
K.1CO	Experience how music communicates feelings, moods, images, and meaning.	K	Frizzle Finder Trivia	11
K.3CO	Investigate concepts shared between music, other art forms, and other subject areas.	K	Frizzle Finder Trivia	11

1.1CO	Explore how music communicates feelings, moods, images, and meaning.	1	Frizzle Finder Trivia	11
1.3CO	Connect concepts shared between music, other art forms, and other subject areas.	1	Frizzle Finder Trivia	11
2.1CO	Identify how music communicates feelings, moods, images, and meaning.	2	Frizzle Finder Trivia	11
2.3CO	Compare and contrast grade-appropriate concepts shared between music and other subject areas.	2	Frizzle Finder Trivia	11
3.1CO	Express how elements of music communicate feelings, moods, images, and meaning.	3	Frizzle Finder Trivia	11
3.3CO	Compare and contrast the use of similarly named elements in music and other subject areas.	3	Frizzle Finder Trivia	11
4.1CO	Discuss the connection between emotion and music in selected musical works using elements of music.	4	Frizzle Finder Trivia	11
4.3CO	Discuss how the elements and subject matter of music connect with other subject areas.	4	Frizzle Finder Trivia	11
5.1CO	Describe the connection between emotion and music in selected musical works using elements of music.	5	Frizzle Finder Trivia	11
5.3CO	Explain how the elements and subject matter of music connect with other subject areas.	5	Frizzle Finder Trivia	11

Fine Arts – Visual Arts

Standard	Description	Grade	Activity	Page
K.1CO	Connect ideas, stories, and personal experiences to works of art.	K	Let's Talk About Jealousy Alien's Point of View	16 20
K.2CO	Consider and discuss why people create and enjoy works of art	K	Let's Talk About Jealousy Alien's Point of View	16 20
K.3CO	Share personal responses to works of art and acknowledge the opinions of others.	K	Let's Talk About Jealousy Alien's Point of View	16 20
1.1CO	Use historical and cultural works of art to answer questions about daily life.	1	Let's Talk About Jealousy Alien's Point of View	16 20
1.2CO	Identify examples of art and artists in students' everyday lives.	1	Let's Talk About Jealousy Alien's Point of View	16 20
1.3CO	Communicate personal emotions and read emotional content in works of art.	1	Let's Talk About Jealousy Alien's Point of View	16 20
2.1CO	Recognize and discuss the different ways in which art communicates ideas and serves many purposes.	2	Let's Talk About Jealousy Alien's Point of View	16 20
2.2CO	Analyze how art, exhibited inside and outside of schools, contributes to communities.	2	Let's Talk About Jealousy Alien's Point of View	16 20

2.3CO	Respect and support peer ideas and creativity.	2	Let's Talk About Jealousy Alien's Point of View	16 20
3.1CO	Understand that the context impacts the creation, interpretation and perception of an artwork.	3	Let's Talk About Jealousy Alien's Point of View	16 20
3.2CO	Explain the reasons and value of documenting and preserving works of art.	3	Let's Talk About Jealousy Alien's Point of View	16 20
3.3CO	Consider the opinions of others when working toward a common goal in art.	3	Let's Talk About Jealousy Alien's Point of View	16 20
4.2CO	Explore universal themes expressed across arts disciplines.	4	Let's Talk About Jealousy Alien's Point of View	16 20
4.3CO	Demonstrate empathetic reactions in response to works of art.	4	Let's Talk About Jealousy Alien's Point of View	16 20
5.2CO	Recognize that art is a tool for advocacy and civic engagement.	5	Let's Talk About Jealousy Alien's Point of View	16 20
5.3CO	Evoke emotional responses for a desired outcome through works of art.	5	Let's Talk About Jealousy Alien's Point of View	16 20

Physical Education

Standard	Description	Grade	Activity	Page
1A.K.3	Use non-locomotor skills (e.g., bend, twist, turn, sway, stretch) in exploratory and a stable environment.	K	Pre-Show Video Workshop	9
1A.1.3	Use non-locomotor skills in exploratory and controlled settings and in response to verbal and non-verbal (e.g., mirroring or matching a partner) stimuli.	1	Pre-Show Video Workshop	9
2A.1.3	Apply different degrees of force, speed and direction when directed by the teacher.	1	Pre-Show Video Workshop	9
2A.2.3	Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).	2	Pre-Show Video Workshop	9
1A.3.4	Perform teacher-selected and developmentally appropriate dance steps and movement patterns.	3	Pre-Show Video Workshop	9
3B.3.4	Recognize the importance of warm-up and cool-down activities.	3	Pre-Show Video Workshop	9
3B.4.4	Identify warm-up and cool-down activities.	4	Pre-Show Video Workshop	9
3B.5.4	Identify warm-up and cool-down activities.	5	Pre-Show Video Workshop	9

Science

Standard	Description	Grade	Activity	Page
K.ESS.1	Weather changes are long-term and short term.	K	Planets in the Solar System Frizzle Finder Trivia	7 11

K.ESS.2	The moon, sun and stars can be observed at different times of the day or night.	K	Planets in the Solar System Frizzle Finder Trivia	7 11
K.LS.2	Living things have physical traits and behaviors, which influence their survival.	K	Pre-Show Video Workshop	9
1.ESS.1	The sun is the principal source of energy.	1	Planets in the Solar System Frizzle Finder Trivia	7 11
1.ESS.2	Water on Earth is present in many forms.	1	Planets in the Solar System Frizzle Finder Trivia	7 11
2.ESS.1	The atmosphere is primarily made up of air.	2	Planets in the Solar System Frizzle Finder Trivia	7 11
1.LS.1	Living things have basic needs, which are met by obtaining materials from the physical environment.	1	Pre-Show Video Workshop	9
1.LS.2	Living things survive only in environments that meet their needs.	1	Pre-Show Video Workshop	9
1.PS.2	Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.	1	Pre-Show Video Workshop	9
2.ESS.2	Water is present in the atmosphere.	2	Planets in the Solar System Frizzle Finder Trivia	7 11
2.PS.1	Forces change the motion of an object.	2	Pre-Show Video Workshop	9
3.ESS.1	Earth's non living resources have specific properties.	3	Planets in the Solar System Frizzle Finder Trivia	7 11
3.ESS.2	Earth's resources can be used for energy.	3	Planets in the Solar System Frizzle Finder Trivia	7 11
4.ESS.1	Earth's surface has specific characteristics and landforms that can be identified.	4	Planets in the Solar System Frizzle Finder Trivia	7 11
4.ESS.2	The surface of Earth changes due to weathering.	4	Planets in the Solar System Frizzle Finder Trivia	7 11
5.ESS.1	The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.	5	Planets in the Solar System Frizzle Finder Trivia	7 11
5.ESS.2	The sun is one of many stars that exist in the universe.	5	Planets in the Solar System Frizzle Finder Trivia	7 11

Social & Emotional Learning

Standard	Description	Grade	Activity	Page
A1.1.a	Identify basic personal emotions	K-2	Let's Talk About Jealousy	16
A1.2.a	Recognize emotions as natural and important	K-2	Let's Talk About Jealousy	16
A1.3.a	Identify appropriate time and place to safely process emotions, independently or with the guidance of a trusted adult	K-2	Let's Talk About Jealousy	16
A1.4.a	Recognize that current events can impact emotions	K-2	Let's Talk About Jealousy	16
A2.1.a	Identify personal interests and qualities	K-2	Let's Talk About Jealousy	16
A2.2.a	Explore opportunities to develop skills and talents	K-2	Let's Talk About Jealousy	16
D1.1.a	Identify and engage in positive communication skills	K-2	Pre-Show Video Workshop	9
D3.2.a	Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems	K-2	Pre-Show Video Workshop	9
E1.1.a	Identify a problem or needed decision and recognize that there may be multiple responses	K-2	Pre-Show Video Workshop	9
E1.2.a	Identify strategies to solve a problem	K-2	Pre-Show Video Workshop	9
A1.1.b	Identify a range of personal emotions	3-5	Let's Talk About Jealousy	16
A1.2.b	Identify that emotions are valid, even if others feel differently	3-5	Let's Talk About Jealousy	16
A1.3.b	Consider when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult	3-5	Let's Talk About Jealousy	16
A1.4.b	Describe how current events trigger emotions	3-5	Let's Talk About Jealousy	16
A2.1.b	Identify personal strengths based on interests and qualities	3-5	Let's Talk About Jealousy	16
A2.2.b	Demonstrate a skill or talent that builds on personal strengths	3-5	Let's Talk About Jealousy	16
D1.1.b	Apply active listening and effective communication skills to increase cooperation and relationships	3-5	Pre-Show Video Workshop	9
E1.1.b	Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	3-5	Pre-Show Video Workshop	9

Social Studies

Standard	Description	Grade	Activity	Page
K.HIS.2	Personal history can be shared through stories and pictures.	K	Astronaut Training	18

K.HIS.4	Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.	K	Astronaut Training	18
K.GEO.6	Models and maps represent real places.	K	Astronaut Training	18
1.HIS.2	Photographs, letters, artifacts and books can be used to learn about the past.	1	Astronaut Training	18
1.HIS.3	The ways basic human needs are met have changed over time.	1	Astronaut Training	18
1.GEO.5	Places are distinctive because of their physical characteristics (land forms and bodies of water) and human characteristics (structures built by people).	1	Astronaut Training	18
2.HIS.2	Change over time can be shown with artifacts, maps, and photographs.	2	Astronaut Training	18
2.HIS.3	Science and technology have changed daily life.	2	Astronaut Training	18
2.HIS.4	Biographies can show how peoples' actions have shaped the world in which we live.	2	Astronaut Training	18
3.HIS.1	Events in local history can be shown on timelines organized by years, decades and centuries.	3	Astronaut Training	18
3.HIS.2	Primary and secondary sources can be used to show change over time.	3	Astronaut Training	18
3.GEO.4	Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	3	Astronaut Training	18
4.HIS.2	Primary and secondary sources can be used to create historical narratives.	4	Astronaut Training	18
4.GOV.15	Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	4	Astronaut Training	18
5.GOV.11	Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	5	Astronaut Training	18
5.GOV.12	Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	5	Astronaut Training	18