

The overarching goal of NYCSSF is to familiarize young people and their teachers with the works of Shakespeare; to instill in them an enduring interest in both Shakespeare and the theatre; and to do this by providing an opportunity to collaboratively create an original work focused on social issues relevant to their lives. This is bolstered by additional goals and outcomes:

**STUDENTS will engage in the process, by collectively:**

- Brainstorming issues and themes
- Choosing and exploring the text
- Planning, rehearsing and performing the scene

**STUDENTS will be more familiar with theatrical conventions, language, techniques, etc., by:**

- Participating in dramaturgy and character development
- Learning and using stage directions
- Learning and using tableau, improvisation, choral speaking, etc.
- Helping stage-manage, direct, cast and block their scene
- Plan, design and build costumes and props, if needed
- Learning and following theatre audience etiquette

**STUDENTS will participate in active reflection, by:**

- Discussing the issues and themes and how the scene portrays them
- Giving and receiving feedback with classmates, teachers and tas throughout the process
- Giving and receiving ta-facilitated peer feedback at the festival
- Reflecting on the entire process via written feedback, post-festival

**STUDENTS will be more familiar with Shakespeare, by:**

- Learning about Shakespeare, his era, works and universal themes
- Reading, speaking and discussing Shakespeare's language and style
- Performing their scene and observing scenes performed by others

**STUDENTS will use and improve a number of essential ELA skills, including:**

- Reading:
  - Key Ideas & Details
  - Craft & Structure
  - Range of Reading & Level of Text Complexity
  - Responding to Literature
- Speaking & Listening
  - Comprehension & Collaboration
  - Presentation of Knowledge & Ideas
- Language
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition & Use
- CCLS – ELA Shifts
  - Knowledge in the Disciplines
  - Staircase of Complexity
  - Text-based Answers
  - Academic Vocabulary

**STUDENTS will use and improve a number of essential Social-Emotional Learning (SEL) Competencies, including:**

- Self-Awareness:
  - Identifying emotions
  - Accurate Self-Perception
  - Recognizing Strengths
  - Self-Confidence
  - Self-Efficacy
- Self-Management:
  - Self-Discipline
  - Self-Motivation
  - Goal-setting
  - Organizational Skills
- Social Awareness:
  - Perspective-Taking
  - Empathy
  - Appreciating Diversity
  - Respect for Others
- Relationship Skills
  - Communication
  - Social Engagement
  - Relationship Building
  - Teamwork
- Responsible Decision-Making
  - Identifying Problems
  - Analyzing Situations
  - Evaluating
  - Reflecting

**TEACHERS will learn creative ways to engage standards and complex subjects, by:**

- Attending Professional Development/Teacher Training days, accumulating numerous activities and strategies for encouraging student participation, interest in and excitement about Shakespeare and theatre
- Engaging practical methods of exploring relevant, often sensitive issues with their students
- Delving into Shakespearean plays, themes, language, structure, etc. – first with NYCSSF guidance and then with their students
- Working with Teaching Artists to boost their own and their students' confidence in using their imaginations, and working as an ensemble to create an original piece of theatre, using only Shakespeare's words
- Learning to trust themselves and their students with complicated subject matter and high-level skills
- Experiencing practical strategies to address literacy and arts standards, as well as understanding how NYCSSF utilizes many of the *Framework for Teaching* competencies

## NYS LEARNING STANDARDS FOR THE ARTS – THEATRE

### CREATING – Conceiving and developing new artistic ideas and work

1. **ENVISION – Generate and conceptualize artistic ideas and work.**  
1.1: Creativity is a foundation of theatrical practice.
2. **DEVELOP – Organize and develop artistic ideas and work.**  
2.1: Theatre artists work to discover different ways of communicating meaning.
3. **REHEARSE – Refine and complete artistic work.**  
3.1: Theatre artists refine their work and practice their craft through **rehearsal and active participation**.

### PERFORMING – Realizing artistic ideas and work through interpretation and presentation

4. **SELECT – Select, analyze, and interpret artistic work for presentation.**  
4.1: The essence of theatre is **storytelling**.
5. **PREPARE – Develop and refine artistic techniques and work for presentation.**  
5.1: Theatre artists develop personal processes and skills for a performance or design.
6. **SHARE – Convey meaning through the presentation of artistic work.**  
6.1: Theatre artists **share and present stories, ideas, and envisioned worlds to explore the human experience**.

### RESPONDING – Understanding and evaluating how the arts convey meaning

7. **REFLECT – Perceive and analyze artistic work.**  
7.1: Understanding of theatrical experiences is deepened through reflection.
8. **INTERPRET – Interpret meaning in artistic work.**  
8.1: Theatre artists' interpretations of drama or theatre work are influenced by personal experiences and aesthetics.
9. **EVALUATE – Apply criteria to evaluate artistic work.**  
9.1: Theatre artists apply criteria to investigate, explore, and **assess drama and theatre work**.

### CONNECTING – Relating artistic ideas and work with personal meaning and external content

10. **RELATE – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.**  
10.1: Theatre artists allow awareness of relationships between self and others to influence and inform their work.
11. **INTERRELATE & RESEARCH – Investigate ways that artistic work is influenced by societal, cultural and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**  
11.1: Theatre artists deliberately interrelate their creative process with the world around them.  
11.2: Theatre artists critically inquire into the ways others have thought about and created theatrical processes and productions to inform their own work.

### NYC BLUEPRINT FOR TEACHING AND LEARNING IN THE ARTS – Theatre Benchmarks:

- **Perform for peers and the wider community** including parents and guardians, **other schools and community groups** and senior centers.
- Demonstrate an **understanding of the psychology of characters**, and how social, historical, cultural and economic forces inform their choices.
- Articulate the **cultural, historical and social context** of their **original work** and a clear statement of purpose and theme.
- Make **artistic choices** that are specific and detailed to produce a unified design that **captures the central idea of a performance event/text**.

## COMMON CORE LEARNING STANDARDS – ENGLISH LANGUAGE ARTS (ELA)

## READING

## Key Ideas &amp; Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific **textual evidence** when writing or speaking to support conclusions drawn from the text.
2. Determine **central ideas or themes** of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze **how and why individuals, events, and ideas develop and interact** over the course of a text.

## Craft &amp; Structure

4. Interpret words and phrases as they are used in a text, including **determining technical, connotative, and figurative meanings**, and analyze how **specific word choices shape meaning or tone**.
5. Analyze the **structure of texts**, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how **point of view or purpose** shapes the content and style of a text.

## Integration of Knowledge &amp; Ideas

8. Delineate and evaluate the **argument and specific claims** in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar **themes or topics** in order to build knowledge or to compare the approaches the authors take.

## Range of Reading &amp; Level of Text Complexity

10. Read and comprehend **complex literary and informational texts** independently and proficiently.

## Responding to Literature

11. **Respond to literature** by employing knowledge of **literary language, textual features, and forms** to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and **world cultures**.

## WRITING

## Responding to Literature

11. Develop personal, cultural, textual, and **thematic connections** within and across genres as they respond to texts through written, digital, and **oral presentations**, employing a variety of media and genres.

## SPEAKING &amp; LISTENING

## Comprehension &amp; Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, **building on others' ideas and expressing their own clearly and persuasively**.
2. Integrate and evaluate information presented in diverse media and formats, including **visually, quantitatively, and orally**.
3. Evaluate a **speaker's point of view, reasoning, and use of evidence and rhetoric**.

## Presentation of Knowledge &amp; Ideas

4. Present information, findings, and supporting evidence such that **listeners can follow the line of reasoning** and the organization, development, and **style are appropriate to task, purpose, and audience**.

5. Make strategic use of digital media and visual displays of data to express information and **enhance understanding of presentations**.
6. Adapt speech to a variety of contexts and communicative tasks, **demonstrating command of formal English** when indicated or appropriate.

## LANGUAGE

## Conventions of Standard English

1. Demonstrate **command of the conventions of standard English grammar and usage** when writing or speaking.

## Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Vocabulary Acquisition &amp; Use

4. Determine or clarify the meaning of **unknown and multiple-meaning words and phrases** by using context clues, analyzing **meaningful word parts**, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of **figurative language, word relationships and nuances in word meanings**.
6. Acquire and use accurately a range of general academic and **domain-specific words and phrases** sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in **gathering vocabulary knowledge** when encountering an unknown term important to comprehension or expression.

## Shifts in ELA/Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and <b>literary texts</b> .
Shift 2	Knowledge in the Disciplines	Students <b>build knowledge about the world (domains/ content areas)</b> through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate <b>text around which instruction is centered</b> . Teachers are <b>patient, create more time and space and support in the curriculum</b> for close reading.
Shift 4	Text-based Answers	Students <b>engage in rich and rigorous evidence based conversations about text</b> .
Shift 6	Academic Vocabulary	Students constantly build the <b>transferable vocabulary</b> they need to access grade level complex texts. This can be done effectively by spiraling like content in <b>increasingly complex texts</b> .

## Charlotte Danielson's *Framework for Teaching*

### NYC DOE Priority Competencies

#### DOMAIN 1: PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

#### DOMAIN 3: INSTRUCTION

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

#### DOMAIN 2: CLASSROOM ENVIRONMENT

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

#### DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in a Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

#### DOMAIN 1: Instruction Design

- Creating lesson plans that include activities that represent high-level thinking
- Creating lesson plans that include opportunities for student choice

#### DOMAIN 2: Environment

- Creating a culture of learning that reflects an expectation for all students to participate

#### DOMAIN 3: Questioning & Discussion

- Using questions of high cognitive challenge, formulated by both students and teacher
- Using questions with multiple correct answers, or multiple approaches, even when there is a single correct response
- Effectively using and integrating student responses and ideas
- Encouraging high levels of student participation in discussion

#### DOMAIN 1/2/3: Student Engagement

- Creating plans that inspire student enthusiasm, interest, thinking, problem-solving, etc.
- Setting learning tasks that require high-level student thinking and are aligned with lesson objectives
- Encouraging students to be highly motivated to work on all tasks and are persistent even when the tasks are challenging