

**Applicable California State Standards**  
High School  
**2008 San Diego Student Shakespeare Festival**

*All could be expanded with writing assignments.*

**Grades 11-12**

English

*Reading:*

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- 3.7 Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

*Speaking:*

- 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

Visual and Performing Arts: **Grades 9-12**

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.
- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
- 5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

**Advanced:**

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.
- 3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.
- possibly* 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

**Grades 9-10**

English

*Reading:*

- 2.4 (if *Romeo and Juliet* was covered) Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

### Visual and Performing Arts: **Grades 9-12**

#### *Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.
- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.
- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.
- 5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.
- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.
- 5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.

#### *Advanced:*

- 3.1 Research and perform monologues in various historical and cultural contexts, using accurate and consistent physical mannerisms and dialect.
- 3.3 Perform, design, or direct theatre pieces in specific theatrical styles, including classics by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov.
- 3.4 Compare and contrast specific styles and forms of world theatre. For example, differentiate between Elizabethan comedy and Restoration farce.
- possibly* 5.2 Demonstrate the ability to create rehearsal schedules, set deadlines, organize priorities, and identify needs and resources when participating in the production of a play or scene.
- 5.3 Communicate creative, design, and directorial choices to ensemble members, using leadership skills, aesthetic judgment, or problem-solving skills.
- 5.4 Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

**Applicable California State Standards**  
Middle School  
**2008 San Diego Student Shakespeare Festival**

*All could be expanded with writing assignments.*

**Grade 8:**

English

*Reading:*

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 3.1 or 3.2: 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

*Speaking*

- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as ensemble, proscenium, thrust, and arena staging, to describe theatrical experiences.
- 1.2 Identify and analyze recurring themes and patterns (e.g., loyalty, bravery, revenge, redemption) in a script to make production choices in design and direction.
- 1.3 Analyze the use of figurative language and imagery in dramatic texts.
- 2.1 Create short dramatizations in selected styles of theatre, such as melodrama, vaudeville, and musical theatre.
- 2.2 Perform character-based improvisations, pantomimes, or monologues, using voice, blocking, and gesture to enhance meaning.

- 5.2 Identify career options in the dramatic arts, such as cinematographer, stage manager, radio announcer, or dramaturg; and research the education, training, and work experience necessary in that field.

## **Grade 7:**

### English

#### *Reading:*

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.
- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

### Visual and Performing Arts:

#### *Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as *playwright, rehearsal, dress rehearsal, run-through, and cold reading*, to describe theatrical experiences.
- 1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.
- 2.1 Use improvisation in rehearsal to discover character and motivation.
- 2.2 Maintain a rehearsal script/ notebook to record directions and blocking.
- 2.3 Create characters, environments, and actions that exhibit tension and suspense.
- 3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.
- 5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.

## **Grade 6:**

### English

#### *Reading:*

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly*).

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.
- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew*, to describe theatrical experiences.
- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.
- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.

**Applicable California State Standards**  
Elementary School  
**2008 San Diego Student Shakespeare Festival**

*All could be expanded with writing assignments.*

**Grade 5:**

English

*Reading:*

- 1.5 Understand and explain the figurative and metaphorical use of words in context.
- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).
- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as *sense memory, script, cue, monologue, dialogue, protagonist, and antagonist*, to describe theatrical experiences.
- 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.
- 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
- 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.
- 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.
- 3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
- 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.
- 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.

**Grade 4:**

## English

*Reading:*

- 1.6 Distinguish and interpret words with multiple meanings.
- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

*Speaking:*

- 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

## Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.
- 1.2 Identify a character's objectives and motivations to explain that character's behavior.
- 1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: I want you to *go*. I want you to *go*. I want you to *go*.
- 2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.
- 5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.

**Grade 3:**

## English

*Reading:*

- 1.7 Use a dictionary to learn the meaning and other features of unknown words.
- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

*Speaking:*

- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

## Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.
- 1.2 Identify who, what, where, when, and why (the Five Ws) in a theatrical experience.
- 2.1 Participate in cooperative script writing or improvisations that incorporate the Five Ws.
- 3.2 Identify universal themes in stories and plays from different periods and places.
- 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

**Students do not need to be part of the competition to meet content standards**

**Note: If not competing, no awards will be given!**

**Grade 2:**

English

*Reading:*

- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.
- 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.
- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
- 2.4 Create costume pieces, props, or sets for a theatrical experience.
- 4.3 Identify the message or moral of a work of theatre.
- 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

**Grade 1:**

English

*Reading:*

- 2.7 Retell the central ideas of simple expository or narrative passages.
- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

*Speaking:*

- 2.1 Recite poems, rhymes, songs, and stories.

Visual and Performing Arts:

*Theatre Content Standards:*

- 1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

- 1.2 Observe and describe the traits of a character.
- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.
- 3.1 Identify the cultural and geographic origins of stories.
- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 3.3 Describe the roles and responsibilities of audience and actor.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.