

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Marking Period	Unit Title	Recommended Instructional Days
4	Playwriting	8-10 Weeks

Grade NJSL- ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>- What are the necessary elements of playwriting?</li> <li>- How does the audience know what to believe in what they read, hear, and view?</li> <li>- How do people communicate effectively?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>- Critically analyze the impact that the real-world can have on playwriting.</li> <li>- Broaden their experiences through creative and critical thinking.</li> <li>- Transcend barriers of time and place as they explore the imaginary world.</li> <li>- Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.</li> <li>- Expand their understanding of literary texts through discussion and reflection.</li> <li>- Increase their awareness of the importance of literary forms and the power of language.</li> <li>- Apply their learned knowledge to write their own plays.</li> <li>- Revise their own writing and the writing of their peers to establish an effective writing process.</li> </ul> </li> </ul>
<p><b>L.SS.9-10.1.</b> Demonstrate command of the <b>system and structure of the English language</b> when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Use parallel structure.</li> <li>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> <li>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>D. Use a colon to introduce a list or quotation.</li> <li>E. <b>Recognize spelling conventions.</b></li> </ul> <p><b>L.KL.9-10.2</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"> <li>A. <b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</b></li> <li>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</li> </ul>	

**C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**L.VL.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

**C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).**

- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.VI.9-10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).**

**Reading Domain**

**Reading Literature:**

- **RL.CR.9-10.1.** Cite a range of thorough textual evidence and make clear and relevant connections to **strongly** support an analysis of multiple aspects of what a **literary text** says explicitly and inferentially, **as well as**

**Unit Vocabulary and Elements of Discussion:**

- Setting
- Character
- Plot
- Stage Directions
- Dialogue
- Scene
- Dramatize
- Conflict
- Biography
- Monologue
- Beat
- Exposition
- Rising Action
- Climax
- Falling Action
- Denouement
- Narration

**Anchor Texts:**

- *Middletown* by Will Eno
- *Peter and the Starcatcher* by Rick Elice
- *Almost, Maine* by John Cariani
- *Radium Girls* by D. W. Gregory
- *The Importance of Being Earnest* by Oscar Wilde
- Excerpts of *A Raisin in the Sun* by Lorraine Hansberry
- *Alice in Wonderland* by Henry Saville Clarke
- *Love of a Pig* by Leslie Caveney
- *And Then There Were None* by Agatha Christie

**Activity Descriptions:**

**Week 1 → Introduction to Playwriting**

- Discuss what plays are and the different elements of a play (i.e. characters, scenes, dialogue, narrator, plot structure, setting, etc).

**interpretations of the text;** this may include determining where the text leaves matters uncertain.

- **RL.CI.9-10.2.** Determine one or more themes of a **literary** text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9-10.3.** Analyze **how an author unfolds and develops ideas throughout a text, including** how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9-10.4.** Analyze in detail the author’s choices concerning **the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time** (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).
- **RL.PP.9-10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

#### Reading Informational

- **RI.CR.9-10.1.** Cite a range of thorough textual evidence and make clear and relevant connections to **strongly** support an analysis of **multiple aspects of what an informational** text says explicitly and inferentially, as well as **interpretations of the text.**
- **RI.CI.9-10.2.** Determine **one or more central ideas of an informational text** and analyze how it is developed and refined over the course of a text,

- Provide scholars with the needed vocabulary that will be applied throughout the Marking Period when discussing elements of a play.
- Complete a mini-lesson on plot structure and the different parts of an effective play.

#### Week 2 → Analyzing Plays

- Emphasize to scholars the importance of reading texts in order to create their own.
- Throughout this week, read 5 of the core texts of the unit and analyze the different parts of the plays (i.e. characters, lesson, setting, dialogue, etc).

#### Week 3 → Playwriting Through Film

- In order to ease scholars into writing their own plays, provide students with the opportunity to watch a film and write a play based on the film.
- For example, scholars may watch *Finding Nemo* and write a play from the perspective of Dory. By watching the film, they will be able to have the major plot points, setting, and characters figured out. On the other hand, they will need to dramatize the characters through their unique dialogue, create scenes for the film, and give voice to a narrator/actions.
- *Possible Activity: First Line* → To get students over being nervous with their “first line,” do this activity. *First Line: Teacher will write different first lines of slips of paper and fold them up. Scholars will randomly select a “first line” and write a play based off of it. For example, “Well, aren’t you going to congratulate me?”*
  - *Other Possible Prompts:*
    - Well, aren’t you going to congratulate me?
    - What do you mean “I have to give the ring back?”
    - This is most definitely the result of a curse.
    - Dude, Lara Croft is not your girlfriend.
    - I can fix this, I am determined to fix this.
    - I have something important to tell you.
    - Why are you hiding in the bathroom?
    - Sir, you dropped your wallet.

**including how it emerges** and is shaped by specific details; provide an objective summary of the text.

- **RI.IT.9-10.3.** Analyze how an author unfolds and **develops ideas throughout the text, including how an idea or series of ideas or events develop**, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.TS.9-10.4.** Analyze in detail **the author’s choices concerning the structure of ideas or claims of a text, and how they are developed** and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9-10.5.** Determine an author’s purpose in a text (**including cultural experience and knowledge reflected in text originating outside the United States**) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9-10.7.** Describe and evaluate the argument and specific claims in an **informational** text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **RI.CT.9-10.8.** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

### Writing Domain

**-W.NW.9–10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- I would do anything for a peanut butter dipped chocolate bar right now.

### Week 4 → Monologue

- Using the [resources from Theatrefolk](#), scholars will read various monologues and analyze them. Scholars should be provided with the opportunity to view video versions of these monologues in order to see the emphasis on words, the body language, and the emotion of the characters when saying them.
- *Possible Activity #1: Picture the Character → Scholars will be provided with an image of a character and they must write a monologue from that person’s perspective based solely on the image.*
- *Possible Activity #2: Improv Game → Each student can only speak one word at a time. After each person says a word, they will see where their play leads based on this pattern.*

### Week 5 → Titling the Work

- Discuss the importance of a title for a work. This can be done by viewing various clips/trailers for films and asking scholars to provide a title for this work. Then, the title will be revealed and the scholars can share their critique of the real title.
- *Possible Activity #1: Title It → Give scholars various titles and have them rate their appeal to the book/film/play based solely on the title. Are they intrigued to read/watch it? Why or why not?*
- *Possible Activity #2: Theatrefolk has an [activity](#) called “Title Mania.”*

### Week 6 → Duets

- Using the [resources from Theatrefolk](#), scholars will read various duets and analyze them. Scholars will be provided with the opportunity to play the roles of the characters in pairs.
- *Possible Activity #1: Muted Noise → Put on an interview and mute the sound. Based on the body language of the people speaking, have students come up with a script of what they are speaking about. Students may share their ideas and how they came up with them.*
- *Possible Activity #2: One-Sided Conversation → Put on a one-sided*

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**-W.WP.9–10.4.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

**-W.SE.9–10.6.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

**-W.RW.9–10.7.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Speaking and Listening Domain

*phone conversation. Have students fill in the blanks of the person that is on the other line. What might they be saying? What are they speaking about based on the individual that they can hear?*

- Example: <https://www.youtube.com/watch?v=2Jlnc-tYv9s>

### Weeks 7-8 → Playwriting and Performing

- Scholars will be tasked with writing their own play with a random group that has been assigned to them. They will write a 10-minute play based on a topic of their choosing.
- In order to ease scholars into this, here are some *possible* activities (NOTE: These activities can be added and used throughout the unit):
  - *Possible Activity #1: Roll the Story* → Give scholars 3 random cubes. Cube one has different characters, cube two has different plots, and cube three has different settings. Have scholars come up with a play based off of their random rolls.
  - *Possible Activity #2: Secret Character* → Secretly assign each student a random role. They will act out the role with dialogue and actions, the rest of the scholars need to figure out who they are based on their words/actions (similar to charades).
  - *Possible Activity #3: Storymatic* → Scholars will randomly select a character and a plot. They will need to improvise a storyline for a play based on this randomly selected character and plot.
  - *Possible Activity #4: Switch* → Students will start writing their own play for 2 minutes. Every 30 seconds, they will have to move the paper around the room and continue the dialogue of the paper that was passed to them. We will sit as one big circle, and we will read aloud the dialogue to see where the story went by the end of the class.
  - *Possible Activity #5: Noun and Verb* → Scholars will have to fold two pieces of paper into 8 parts. On the first piece of paper, they will write 8 nouns. On the second piece of paper, they will write 8 adjectives. In their groups, they will create storylines that include the randomly created nouns and adjectives (ex. Revolting bear, foolish octopus, etc.)

- **SL.PE.9–10.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

- **SL.II.9–10.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

- **SL.ES.9–10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

- *Possible Activity #6: Character Dice* → Teacher will create a dice that has different characters on each side (i.e. angry old man, sad cow, funny capybara). After each person in the group has rolled, they will have to create a play with a storyline in which all of these characters are living in unison. What would they look like? How will they act? Where are they? How do they meet? How do they speak to each other?
- *Possible Activity #7: And Then What Happened?* → Give students different situations. Have them create a play based off the following question: *And Then What Happened?*

**Interdisciplinary Connections:**

- **Connection to History** → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing. For example, scholars may consider creating a play in which a historical figure comes back to life. How would they talk? Who would they talk to? How have times changed since they were alive?
- **Connection to Science** → Students may utilize their understanding of science and research to expand on their plays. For example, scholars may consider creating a play in which a character is a doctor or a patient in need of care. Or, a character may be fascinated by nature and the various aspects of nature.

<p>- <b>SL.PI.9–10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>- <b>SL.UM.9–10.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>- <b>SL.AS.9–10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>
<p>Self-Awareness                  Self-Management                  Social Awareness                  Relationship Skills                  Responsible Decision-Making</p>	<p><b><i>Self-Awareness:</i></b></p> <ul style="list-style-type: none"> <li>- Recognize one’s feelings and thoughts.</li> <li>- Recognize the impact of one’s feelings and thoughts on one’s own behavior.</li> <li>- Recognize one’s personal traits, strengths, and limitations.</li> <li>- Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul> <p><b><i>Self-Management:</i></b></p> <ul style="list-style-type: none"> <li>- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li> <li>- Recognize the skills needed to establish and achieve personal and educational goals.</li> </ul>

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

***Social Awareness:***

- Recognize and identify the thoughts, feelings, and perspectives of others.
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.
- Demonstrate an understanding of the need for mutual respect when viewpoints differ.
- Demonstrate an awareness of the expectations for social interactions in a variety of settings.

***Relationship Skills:***

- Establish and maintain healthy relationships.
- Utilize positive communication and social skills to interact effectively with others.
- Identify ways to resist inappropriate social pressure.
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.
- Identify who, when, where, or how to seek help for oneself or others when needed.

***Responsible Decision-Making:***

- Develop, implement, and model effective problem-solving and critical thinking skills.
- Identify the consequences associated with one's actions in order to make constructive choices.

	<ul style="list-style-type: none"> <li>- Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Daily “Do Now”s</li> <li>● Annotations</li> <li>● Topic/Idea Submissions</li> <li>● Peer Editing Worksheet(s)</li> <li>● Playwriting Classwork</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Inner Monologue Project</li> <li>● Group Playwriting</li> <li>● Group Play Performance</li> </ul> <p><b><u>Inner Monologue Project:</u></b> Take a photo of someone doing a mundane activity (i.e. reading a book, walking a dog, folding clothing, tying shoes, etc). Write an inner monologue for that person. Or... the teacher can provide students with a mundane image and they will write the monologue in that moment.</p> <ul style="list-style-type: none"> <li>- 1. Go to a public place. For example, a mall, cafeteria, food court, or library (a place where you can easily observe others).</li> <li>- 2. Pick an individual who is doing a mundane activity. For example, folding clothes in a store, eating, reading, or trying on shoes.</li> <li>- 3. Come up with a few character details for this person. <ul style="list-style-type: none"> <li>● Name, Age</li> <li>● Family Situation</li> <li>● Where do they live? How do they live?</li> <li>● Significant relationship</li> </ul> </li> <li>- 4. Write the inner monologue of this person. What are they really thinking about? Focus on inner thoughts that counter their outer persona. If they are calmly doing something on the outside, focus on an opposing emotion for their inner thoughts.</li> <li>- <b><u>Requirements:</u></b> <ul style="list-style-type: none"> <li>- Provide the image you took or were assigned.</li> <li>- Your monologue should be <i>at least 2</i> paragraphs long.</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>- Your monologue should be in the First Person point of view.</li> <li>- Your monologue should answer an overarching question.</li> </ul> <p><b>Group Playwriting and Performance:</b> With your assigned group, create a 10–minute play that demonstrates all the elements that we have explored (i.e. dialogue, setting, characters, duets, monologues, etc).</p> <ul style="list-style-type: none"> <li>- <b>Requirements:</b> <ul style="list-style-type: none"> <li>- Play should be <i>at least</i> 10 minutes long in performance.</li> <li>- Play should include stage directions.</li> <li>- Play should have <i>at least</i> one monologue.</li> <li>- Play should answer an overarching question.</li> <li>- Play should include as many characters as there are students in the group (for example: a group of four will have three characters and a narrator–unless you want to play multiple roles).</li> </ul> </li> </ul>
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> <li>● <i>Middletown</i> by Will Eno</li> <li>● <i>Peter and the Starcatcher</i> by Rick Elice</li> <li>● <i>Almost, Maine</i> by John Cariani</li> <li>● <i>Radium Girls</i> by D. W. Gregory</li> <li>● <i>The Importance of Being Earnest</i> by Oscar Wilde</li> </ul>	<ul style="list-style-type: none"> <li>● Text-to-Speech Applications</li> <li>● Anchor Charts</li> <li>● Modified Version of Texts</li> <li>● Audio of Text</li> <li>● Large Font Text</li> <li>● Provide a Variety of Materials</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish Language Version of the Text (when available).</li> <li>● Audio Summary</li> <li>● Cultivate Relationships and Be Culturally Responsive.</li> <li>● Narrative Topic Choice</li> <li>● Reflection Activities (i.e. discussions)</li> <li>● Pair Work</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership Roles</li> <li>● Speak to Student Interests.</li> <li>● Plan for Differentiation.</li> <li>● Provide a Variety of Above-Level Material.</li> </ul>

- Excerpts of *A Raisin in the Sun* by Lorraine Hansberry
- *Alice in Wonderland* by Henry Saville Clarke
- *Love of a Pig* by Leslie Caveney
- *And Then There Were None* by Agatha Christie

#### Supplemental Resources

##### Technology:

- Schoology
- Google Drive
- Google Slides
- Prezi
- Flipgrid
- Kahoot!
- TedED Talks
- Padlet
- Nearpod
- CommonLit
- Youtube

##### Other:

- Throughout our readings, there are many discussions regarding African American history. This discussion may be sparked by plays such as *A Raisin in the Sun* by Lorraine Hansberry.
  - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- Plays, such as *Love of a Pig* by Leslie Caveney, may spark the discussion of feeling included, lost, or confused in regards to gender and sexuality.
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- Among the individuals that we will be discussing and the plays that we will be reading, there are many people with diverse backgrounds.
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

- Throughout our discussion and analysis of playwriting, students will have the opportunity to consider the seasons, the climate crisis, and the challenges that our world/nature is facing as a result of pollution and human intervention as a topic of their writing for their plays.
  - **(Standards in Action: Climate Change)**

**Differentiated Student Access to Content:  
 Recommended Strategies & Techniques**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Allow for access to print and digital versions and exemplar of culminating writing tasks.</li> <li>● <i>Middletown</i> by Will Eno</li> <li>● <i>Peter and the Starcatcher</i> by Rick Elice</li> <li>● <i>Almost, Maine</i> by John Cariani</li> <li>● <i>Radium Girls</i> by D. W. Gregory</li> <li>● <i>The Importance of Being Earnest</i> by Oscar Wilde</li> <li>● Excerpts of <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>● <i>Alice in Wonderland</i> by Henry Saville Clarke</li> <li>● <i>Love of a Pig</i> by Leslie Caveney</li> <li>● <i>And Then There Were None</i> by Agatha Christie</li> </ul>	<ul style="list-style-type: none"> <li>● Highlighting and annotation of text.</li> <li>● Text-To-Speech application.</li> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> </ul>	<ul style="list-style-type: none"> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> <li>● Audio Summary.</li> </ul>	<ul style="list-style-type: none"> <li>● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students' choices of activities in learning the content.</li> <li>● Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.</li> </ul>

**Disciplinary Concept:**

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>Continually self-reflects and seeks to improve the essential life and career practices that lead to success.</li> <li>Uses effective communication and collaboration skills and resources to interact with a global society.</li> <li>Is financially literate and financially responsible at home and in the broader community.</li> <li>Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.</li> <li>Seeks to attain skill and content mastery to achieve success in a chosen career path.</li> </ul>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>Use effective communication and collaboration skills and resources to interact with a global society.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>CRP1. Act as a responsible and contributing citizen and employee.                  CRP2. Apply appropriate academic and technical skills.                  CRP3. Attend to personal health and financial well-being.                  CRP4. Communicate clearly and effectively and with reason.                  CRP5. Consider the environmental, social and economic impacts of decisions.                  CRP6. Demonstrate creativity and innovation.                  CRP7. Employ valid and reliable research strategies.                  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.                  CRP9. Model integrity, ethical leadership and effective management.                  CRP10. Plan education and career paths aligned to personal goals.                  CRP11. Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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