Unit # 3: Final Script

Content Area: **English**
Course(s): **Creative Writing /Electronic Publishing II**
Time Period: **February**
Length: **20**
Status: **Published**

Unit Overview

The purpose of this unit is to combine students into three different writing groups and thus develop three treatments into final scripts.

Enduring Understandings

The are a number of different genres to choose from when thinking about creating a movie script.

Students should chose to write in the genre that suits their writing style the best.

The final step in the writing process is to develop a properly formatted script.

Essential Questions

- How can a student decide which genre works best fro them?
- How is a movie script formatted and structured?
- What genres exist to chose from for creating an original movie script?

Standards/Indicators/Student Learning Objectives (SLO's)

- Effectively select, organize, and analyze content
- Develop a topic
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Choose a formal style and objective tone
- Choose precise words, domain-specific vocabulary,and figurative language, such as similes, metaphors, and analogies
- Use transitions and syntax to link together the major sections of the text
- Determine writing task type and its appropriate organizational structure
- Identify and understand the writing purpose
- Determine and address the audience (intended reader) appropriately
- Understand and utilize appropriate style
- Understand how structure, style and rhetorical devices convey the purpose of writing
- Create and use appropriate planning templates

- Understand and utilize revision techniques
- Understand writing as a process
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
- Determine what details and/or information is most appropriate for a specific purpose
- Use technology proficiently for production, publication, and collaboration
- Create shared writing products
- Adapt writing according to feedback
- Assess feedback from peers
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences

Standards

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g.,

	formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2.B	Spell correctly.

Lesson Titles

- Group work to create, revise, and share the script project

- Notes and discussion on script writing format and requirements

21st Century Skills and Career Ready Practices

- Critical thinking
- Group work
- Collaboration
- Media literacy

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason
- CRP6. Demonstrate creativity and innovation

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

Students will research and implement information on topics from sicence, history, etc. according to the requirements of their individual stories

- Broadcasting studio and equipment
- Technology for sharing and critiquing group work
- Technology for writing and revising the project

LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.3	Critical Thinking
9-12.HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
9-12.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
9-12.HS-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-PS1-2	Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
9-12.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
9-12.HS-PS1-1.2.1	Use a model to predict the relationships between systems or between components of a system.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

Instructional Strategies/Learning Activities, Levels of Bloom's/DOK

All levels of Bloom's Taxonomy will be utilized in this untit (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

- The student will be able to discuss and recognize the parameters of a movie script format. (Understanding, Analyzing)
- The student will be able to understand how a script is formatted and be able to recreate it on their own. (Understand, Create)
- The student will be able to write a properly formatted script for their group's movie idea. (Create)
- Delsea One
- SWAG

- Assign: Each of the three remaining groups will develop their treatments into final scripts. Final scripts include a strict format, camera angles, scene locations, and dialogue. One script will be ultimately chosen thru class vote

- Class notes on proper script formatting and development (Understanding, Applying)

- Peer discussion of all edits once completed (analyzing, Evaluating)

- Peer edit of student scripts after they are all submitted (Analyzing, Evaluating)

Modifications

Modifications can easily be made in this unit to increase or decrease the pacing depending on the students needs.

The length of the assignment and time allotted can also be modified based on individual student needs.

Finally, the level of technology utilized can be modified based on individual student needs.

All of these modifications will be assessed and applied as needed, when needed.

ELL Modifications

- Be flexible with time frames and deadlines
- Delsea One
- Group students
- Offer resources for specific topics in primary language (Youtube web resources)
- Repeat, reword, clarify
- SWAG

IEP & 504 Modifications

- Allowing students to correct mistakes or answer wrong questions correctly for additional credit
- Delsea One
- direct teaching and/or assistance for organization, social skills/peer interactions
- modeling and showing lots of examples
- SWAG

G&T Modifications

- Delsea One
- Encourage students to explore concepts in depth and encourage independent studies or investigations
- More rhetorical analysis
- Self-evaluation of writing with teacher or student-generated rubrics
- SWAG

At-Risk Modifications

- break larger projects/assignments into shorter and smaller tasks
- Delsea One
- modeling
- review, restate, reword directions
- slower pacing of materials
- SWAG

Formative Assessment

- AS; proper script format and how to put their own ideas into that format
- AS: final group formation and collaborative assignments
- AS: one-to-one discussion with individuals in groups to monitor progress and division of labor
- AS: one-to-one discussions with groups to monitor progress on final script projects
- AS: peer troubleshooting of group progress in final script
- AS: review peer editing process
- AS: troubleshooting student work on final script
- Closure: debriefing
- Closure: exit ticket
- Closure: group discussion
- Closure: group Q&A
- Closure: I know/I think I know/I want to know
- Closure: review formatting of the final script
- Closure: review of class groups and goals
- Closure: review requirements of the final script assignment
- Closure: Review transition from premise to final script
- Warm up: class review of notes and assignment parameters
- WArm up: Q&A discussion of class groups and goals
- Warm up: Q&A discussion of terms and formatting relating to final script project
- Warm up: Q&A discussion of the final script discussion
- Warm up: review formatting of the final script

- Warm up: review of terms related to creating the final script

- Warm up: review requirements of the final script assignment

- Warm up: review transition from premise to final script

- Warm up: tap prior knowledge Q&A

- Warm up:Troubleshooting current movie ideas

Summative Assessment

Summative assessment will be the final edited script.

- Final movie script

Benchmark Assessments

Skills-based assessment
Reading responses
Writing responses

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Resources & Materials

Individual student work will comprise the majority of the resources as they are created, shared, and critiqued by the class

Professional movie scripts will be used as examples for proper formatting.

- "Absolute Power" script

- "Batman" script

- "Legally BLonde" SCript

- Chromebooks

- Google docs

- Promethean Board
- Student work for peer edits

Technology

Chromebooks will be used for creating all storiesand script components

Google Classroom will be used for turning in all assignments as well as distributing student work to the class for peer edits

The broadcasting studio, its students and equipment, will be used to film and edit trailers for their movie scripts

Promothean Boards will be used to display all of these above elements

- Broadcasting Students and Equipment
- Chromebook
- Google Classroom
- Promethean Board

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.