

Unit # 2: Premise

Content Area: **English**
Course(s): **Creative Writing /Electronic Publishing II**
Time Period: **January**
Length: **10**
Status: **Published**

Unit Overview

The purpose of this unit is to introduce the movie script project and discuss different potential genres.

Enduring Understandings

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

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

The first step in writing the script is to create a premise.

Essential Questions

- How can a student decide which genre works best for them?
- What genres exist to choose from for creating an original movie script?
- What is a premise and how is it structured?

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.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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.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.

Lesson Titles

- SWBAT construct a premise for their own original movie idea
- SWBAT discuss and understand the different types of genres available
- SWBAT watch and critique past movies created by previous classes

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.
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 science, history, etc. based upon the needs of their individual stories

- Broadcasting studio and equipment
- Technology for sharing and critiquing
- Technology for writing and editing

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.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.2	Spatial Thinking

SOC.9-12.1.3	Critical Thinking
9-12.HS-LS1-1	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-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
9-12.HS-LS1-1.6.1	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-PS1-1	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-PS1-2	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-PS1-1.2.1	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 unit (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

- The student will be able to construct a premise for their own original movie idea. (Create)
- The student will be able to discuss and understand the different types of genres available to them. (Understanding)
- The student will be able to watch and critique past movie projects created by previous classes. (Analysis)
- The student will be able to create and edit an original short story. (Create)
- Delsea One
- SWAG

- Assign: Each student must develop a premise for their movie idea. A premise is a one paragraph summary of the movie's plot and resolution
- Class discussion and critiques of past student productions (Analyzing, Evaluating, Applying)
- Class discussion on different available genres and how to develop them (Understanding, Applying)
- Class notes on genres (Remembering, Understanding)
- Peer discussion after all peer edits done (Analyzing, Evaluating)
- Peer edits begin after all premises are 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 the time allotted can also be modified based on individual student needs.

Finally, the level of technology utilized can be modified based on the 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 large projects/assignments into shorter and smaller tasks
- Delsea One
- modeling
- review, restate, reword directions
- slower pacing of materials
- SWAG

Formative Assessment

- AS: begin collaborations into small groups
- AS: Discuss how to translate their movie vision into a working premise
- AS: peer troubleshooting of student work on premise assignment
- AS: Q&A: understanding and utilize the premise structure
- AS: Review domain specific words aligned to Creative Writing
- AS: review of peer editing process
- AS: troubleshooting student work on premise assignment
- Closure: debrief of lesson
- Closure: Debriefing
- Closure: discussion of premise definition and parameters
- Closure: discussion of premise formatting
- Closure: exit ticket
- Closure: Group Q&A
- Closure: I know/I think I know/I want to know
- Closure: review transition from treatment to premise
- Warm up: class review of notes and assignment parameters
- Warm up: One-to-one discussion of progress on premise assignment
- Warm up: Q&A discussion of premise definition
- Warm up: Q&A discussion of progress on premise assignment

- Warm up: Q&A discussion of the purpose and guidelines of the premise
- Warm up: review definition of premise
- Warm up: review of purpose and guidelines of the premise
- Warm up: review premise assignment
- Warm up: Review transition from treatment to premise
- Warm up: Troubleshooting current movie ideas

Summative Assessment

Summative assessment will be the final edited script.

- edited premise
- final script

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

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 used as examples for proper formatting

- "Absolute Power" Script
- "Batman" script
- "Legally Blonde" script

- Chromebooks
- Google Docs
- Promethean Board
- Student work for peer editing

Technology

Chromebooks will be used for creating all stories and script components

Google Chromebooks 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 attached to their movie scripts

Promethean Board will be used to display all of these above elements

- Broadcasting studio, 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.