

Unit 04: Basic Script Writing (Pre-Production)

Content Area: **CTE**
Course(s): **TV Video Production I**
Time Period: **December**
Length: **3 Weeks**
Status: **Published**

Unit Overview:

Script writing is considerably different than most types of writing that students have done in their school careers so far. This unit introduces the students to a style of writing that requires them to convey message by only using dialog and stage direction.

Enduring Understandings:

- Script writing must follow a specific format in order for a student producer to easily follow it.
- In order for a script to be effective, the student writer must convey message strictly through dialog and stage direction.
- This type of writing requires students to convey message, develop characters and set mood and tone.

Essential Questions:

- How is script writing different from the type of writing students have been doing?
- What's the most effective way to develop character through dialog/stage direction?
- What are some of the challenges students will face in writing in the proper script format?

Standards/Indicators/Student Learning Objectives (SLOs):

LA.9-10.CCSS.ELA-Literacy.WHST.9- Writing
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Lesson Titles:

- Round-robin script writing warm up
- Peer edit of script writing warm up
- Character development script writing assignment
- Peer edit of the character development script
- Teacher/student individual workshops on improving scripts

Career Readiness, Life Literacies, & Key Skills

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| TECH.9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| TECH.9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| TECH.9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |

Inter-Disciplinary Connections:

- Fine & Performing Arts
- English Language Arts

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|-------------------|--|
| VA.K-2.1.5.2.Cr1a | Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. |
| LA.WHST.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. |

Equity Considerations

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): LGBTQ Screenwriters in TV and Video

Materials Used:https://en.wikipedia.org/wiki/Category:LGBT_screenwriters

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Topic (Person and Contribution Addresses): Why screen writers need to incorporate climate change

Materials Used: <https://www.thewrap.com/good-energy-playbook-screenwriting-climate-change/>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): The most famous Asian American screen writers

Materials Used: <https://www.imdb.com/list/ls048101195/>

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Holocaust Mandate

Topic (Person and Contribution Addresses): How screen writers can reduce prejudice

Materials Used: <https://medium.com/@pathoslabs/how-screenwriters-can-reduce-prejudice-fa4843db83fd>

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Prejudice

Anticipatory Set:

- Youtube Clip (Lessons From The Screenplay)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Lecture, Case Method, Discussion, Active Learning, Cooperative Learning, Integrating Technology (Varies based on content)

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Modifications

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers

- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

ELL Modifications:

- - Choice of test format (multiple-choice, essay, true-false) .
 - Continue practicing vocabulary .
 - Provide study guides prior to tests .
 - Read directions to the student .
 - Read test passages aloud (for comprehension assessment) .
 - Vary test formats .

IEP & 504 Modifications:

- - Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test
 - Opportunities for cooperative partner work
 - Provide reteach pages if necessary
 - Provide several ways to solve a problem if possible
 - Provide visual aids and anchor charts

- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- - Alternate assignments/enrichment assignments
 - Enrichment projects
 - Extension activities
 - Higher-level cooperative learning activities
 - Pairing direct instruction with coaching to promote self-directed learning
 - Provide higher-order questioning and discussion opportunities
 - Provide texts at a higher reading level
 - Tiered assignments
 - Tiered centers

Formative Assessment:

- Quiz (Written)

Summative Assessment:

- Audio / Visual Split Script (Music Video)

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

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

Resources & Materials:

- Final Cut Pro X
- Adobe Photoshop
- Google Docs
- RocketJump Film School (YouTube)
- Lynda.com (Website)
- Videomaker (Magazine)
- Lessons From The Screenplay (YouTube)
- Pond5.com

Technology:

- DSLR Camera
- iMac Computer
- Cleartouch Interactive Display
- TriCaster Studio
- Google Chromebooks

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.CS1

Understand and use technology systems.