

Unit 7 - Advance Script Writing (Pre Production)

Content Area: **English**
Course(s): **English I, TV Video Production II**
Time Period: **March**
Length: **1**
Status: **Published**

Unit Overview

In this unit students will take all of the elements covered throughout the year and use them to create an original script that they will produce into a short video.

Enduring Understandings

- An effective creative script should include the proper character development.
- Setting a tone is an important element to producing a production with a clear message.
- Mood is a vital to effective film making or video production.

Essential Questions

- How does proper character development help the student producer create a clearer message?
- How does setting a consistent tone help the student producer create a clearer message?

Lesson Titles

- Review of the script format.
- Review of Character Development
- Review of Tone
- Review of Mood
- Individual edit workshops with teacher and student.

Student Learning Objectives (SLOs)

Students will be able to ...

identify key elements of a story.

write a short film utilizing proper script format.

LA.9-12.W

Writing

ITEC.9-12.1

Audio & Video Technology and Film

Standards/Indicators

LA.9-12.W

Writing

ITEC.9-12.9.4.12.C.(1).6

Design an audio-video production to acquire an understanding of the entire production process.

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI

Creativity and Innovation

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

With a growth mindset, failure is an important part of success.

Inter-Disciplinary Connections

WORK.9-12.9.1.12

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Warm-Up

- Vocabulary Words
- Steps And Procedures
- Nocti Sample Questions

Anticipatory Set

- Youtube.com & Vimeo.com (Video Examples)

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

Students will come into class and begin working on the warm-up. After going over the warm-up, I will explain the daily objective to the students and lead them through an instructional activity. After I guide them through the activity, I will allow them to break off into small groups to work on their own individual assignments. At the end of the period I will assess what the students understand.

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

Closure

- Thumbs Up / Thumbs Down

Formative Assessment

- Explain What Matter (Tell A Classmate)

Summative Assessment

- Performance Based Video Project
- Written Assessment

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 & Technology

- Apple iMac Computers
- Safari Internet
- Final Cut Pro
- Motion
- Compressor
- Canon 60D DSLR Cameras
- MediaCollege.com

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.A.CS2

Select and use applications effectively and productively.