

# Unit 10: Development of story ideas into short film form

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> |     |
|---|-----|
| N/A   | N/A |

## Development of story ideas into short film form

### Learning Objectives

- AWBAT collaborate to create dialog for a script
- AWBAT complete the SOF Film Essay for analysis and lab hour purposes
- AWBAT identify all the aspects of 3-Act Structure
- AWBAT identify elements of a properly formatted screenplay
- AWBAT identify elements of The Hero's Journey
- AWBAT recognize historical events
- AWBAT use screenplay software to properly format their own script
- AWBAT work in teams to create an original story idea

### Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste

- Essential Skill 9 - Copy and paste

## Standards

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|-------------------------|--|
| LA.K-12.NJSLSA.R1       | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| MA.9-12.1.2.12prof.Cr2a | Organize and design artistic ideas for media arts productions.   |
| MA.9-12.1.2.12prof.Cr2b | Critique plans, prototypes and production processes considering purposeful and expressive intent.  |
| WRK.9.2.12.CAP.5        | Assess and modify a personal plan to support current interests and post-secondary plans.   |
| 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).  |

## Instructional Tasks/Activities

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- Artists will be introduced to the Joseph Campbell's The Hero's Journey through lecture, handout packet, and visual graphic example
- Artists will break down specific elements of a properly formatted screenplay through direct instructions. They will be shown samples of actual scripts, and will watch a video while following along with the script
- Artists will develop story ideas into a loose script following 3 act story structure
- Artists will use their script formatting worksheets as a guide while turning their stories into a properly formatted screenplay
- Artists will view "Raiders Of The Lost Ark" with a focus on The Hero's Journey. They will fill out each stage on their handout as they view the film
- History of Film Reading
- Rotating author exercise
- The class will be working in groups. Artists will use given prompts (genre, props, setting, character names, etc) to create a story in their groups

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, weekly participation via teacher observation, class projects including story development sheet, and script
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection

- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quiz: Hero's Journey review
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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## **Resources**

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- DVD – Raiders Of The Lost Ark
- History Through Film Text
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)
- Joseph Campbell's The Hero's Journey
- Various scripts from teacher's real work experience