



**English/Language Arts Department**  
Elective Course: Film Analysis & Screenwriting

**Developed by:** Evan Dickerson

**Supported by:** Mr. Michael Gurrieri, K-12 English Language Arts Supervisor

**Effective Date:** September 2024

Scope and Sequence

Month	Writing Workshop
MP 3	UNIT 1: How to Talk About Film
MP 3	UNIT 2: Story Analysis & Genre Studies
MP 4	UNIT 3: The Short Film & Introduction to Screenwriting
MP 4	UNIT 4: Screenwriter's Workshop

## Unit 1

### How to Talk About Film

#### Summary and Rationale

In this introductory unit, students will be exposed to various elements of filmmaking (i.e. cinematography, directing, editing) and will practice analyzing and evaluating these elements through verbal and written discussions. Students will screen whole-class films of various genres and eras in order to determine how to watch films more critically, and how to express their opinions about films with nuance and specificity. Additionally, these screenings and discussions will help students practice annotating and synthesizing visual texts in order to better engage in cinema discourse. The unit will culminate in an in-depth film analysis of a students' choosing.

#### Recommended Pacing

6-8 weeks

#### Standards

##### Reading Domain

RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11-12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
Writing Domain	
W.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11-12.7	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.
Speaking and Listening Domain	
SL.PE.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.
SL.ES.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment	
<b>Instructional Focus</b>		
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>● Filmmakers use various cinematic techniques to help tell their stories and communicate complex ideas.</li> <li>● Filmmakers closely examine their own lives and the lives of those around them in order to find commonalities in the human experience.</li> <li>● Film critics evaluate the consequences and outcomes of a filmmaker’s creative choices in order to form specific opinions about a film.</li> <li>● Film critics strive to understand how a filmmaker's style impacts their overall body of work.</li> </ul>	<ul style="list-style-type: none"> <li>● How do filmmakers communicate complex ideas through their medium?</li> <li>● How do filmmakers develop a theme in a film?</li> <li>● How can “auteur theory” be useful for better understanding a film or a director’s body of work?</li> <li>● How do film critics express their ideas and opinions about a film?</li> </ul>	
<b>Core Writing Enduring Understandings and Essential Questions</b>		
<ul style="list-style-type: none"> <li>● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.</li> <li>● Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?</li> <li>● How can specific awareness of an audience affect stylistic and mechanical choices?</li> <li>● How can one most effectively utilize technology to produce, refine, publish and share writing?</li> </ul>	
<b>Evidence of Learning (Assessments)</b>		
<p>FORMATIVE ASSESSMENTS (graded and non-graded): Discussion posts, journal entries, and in-class activities designed to facilitate discussion about films screened in class.</p> <p>SUMMATIVE ASSESSMENT: A complex, in-depth film analysis of a film of the students’ choosing. They will have a choice over the medium--essay, article, video essay, or presentation.</p>		
<b>Objectives (SLO)</b>		
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Filmmakers use various cinematic techniques to help tell their stories and communicate complex ideas.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify and articulate various elements of film, and how they’re being used in a film.</li> <li>● Theorize how historical context might influence a filmmakers’ creative choices.</li> </ul>	

	<ul style="list-style-type: none"> <li>● Develop claims and analyses about filmmaking techniques</li> <li>● Annotate a film with specificity and focus</li> <li>● Synthesize the use of multiple filmmaking techniques to develop new understandings.</li> </ul>
<ul style="list-style-type: none"> <li>● Filmmakers closely examine their own lives and the lives of those around them in order to find commonalities in the human experience.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Read/watch the experiences of other individuals and analyze depictions of the world and its stories.</li> <li>● Annotate texts in order to isolate component parts of a narrative, so that they can later apply and identify those same components to their own writing.</li> <li>● Analyze the elements of a narrative in order to identify a central, universal theme.</li> <li>● Compare/contrast multiple films in order to differentiate between plot and theme.</li> </ul>
<ul style="list-style-type: none"> <li>● Film critics evaluate the consequences and outcomes of a filmmaker’s creative choices in order to form specific opinions about a film.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Compose complex analyses of films that discuss multiple filmmaking techniques simultaneously</li> <li>● Form claims and opinions about a filmmaker’s creative choices</li> <li>● Analyze the effect of specific cinematic techniques in the telling of a story</li> <li>● Compare/contrast techniques used across multiple films in order to evaluate those films</li> </ul>
<ul style="list-style-type: none"> <li>● Film critics strive to understand how a filmmaker’s style impacts their overall body of work.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Apply the fundamental tenets of “auteur theory” to a film analysis.</li> <li>● Evaluate the validity of “auteur theory” as a critical lens.</li> <li>● Compare/contrast the works from a single filmmaker in order to develop claims and ideas about that filmmaker’s style.</li> <li>● Identify a filmmaker’s signature style through observation and annotation.</li> </ul>
<p>Suggested Resources/Technology Tools</p>	
<ul style="list-style-type: none"> <li>● Potential films to screen: <ul style="list-style-type: none"> <li>○ <i>Citizen Kane</i></li> <li>○ <i>The Social Network</i></li> <li>○ <i>2001: A Space Odyssey</i></li> </ul> </li> </ul>	

- *Psycho*

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

### **IEP/504:**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction

- Allow student discussion and interaction to provide peer support and opportunities to practice language.
  - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
  - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
  - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
  - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.



- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 2

# Story Analysis & Genre Studies

## Summary and Rationale

In this unit, students will use various films to develop a new understanding about the fundamental structure of stories. Students will make connections between mythology and folk tales and contemporary cinema in order to gain a new understanding about the inherent nature of how humans have told stories throughout oral and written history. Concepts such as *The Hero's Journey* will be used to develop a framework for how films are written, analyzed and discussed from a narrative perspective. Additionally, students will use their understanding of “the monomyth” to analyze different story genres in order to better evaluate and categorize films within specific generic and story genres. Ultimately, students will be able to leverage their knowledge of story structures and genres to inform their own writing, and avoid cliches, tropes, stereotypes, and subvert audience expectations.

## Recommended Pacing

2-4 weeks

## Standards

### Reading Domain

RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11-12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

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Interdisciplinary Connections	
Integration of Technology	
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9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Screenwriters view and analyze films, with a focus on studying story arc and portrayal of theme.</li> <li>● Screenwriters determine the defining characteristics of a given genre, and compare generic conventions across texts</li> <li>● Screenwriters create stories that engage and connect with readers.</li> <li>● Screenwriters make strategic choices and analyze how these ultimately influence the text’s overall impact and resonance.</li> <li>● Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● How does viewing films and reading screenplays make us better creators of those types of texts?</li> <li>● How do the conventions of a genre affect our expectations and the way we view a film?</li> <li>● How do screenwriters create fictionalized stories that engage and connect with readers?</li> <li>● How do a screenwriter's choices ultimately influence the text’s overall impact and resonance?</li> <li>● How does understanding our own writing style and voice add to the richness of our writing?</li> </ul>
<b>Core Writing Enduring Understandings and Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.</li> <li>● Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?</li> <li>● How can specific awareness of an audience affect stylistic and mechanical choices?</li> <li>● How can one most effectively utilize technology to produce, refine, publish and share writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	
<p>FORMATIVE ASSESSMENTS (graded and non-graded): Graded discussions and written assignments tied to whole-class and independent film screenings, story analyses.</p> <p>SUMMATIVE ASSESSMENT: “The Monomyth” assignment - students will use the structure of a myth or folk tale to inform the telling of an original, contemporary story.</p>	

## Objectives (SLO)

Students will know:

- Screenwriters view and analyze films, with a focus on studying story arc and portrayal of theme.

Students will be able to:

- watch various films and dissect them for effective structural moves they want to emulate in their own writing.
- track the development of a character throughout a text, and note how the structure of the narrative impacts characterization, and vice-versa.
- study mentor texts to uncover varied ways to structure screenplays, and they try several out to determine which might be best.
  - Writers will note and emulate elements of a traditional story arc, and how these story elements ultimately contribute to the portrayal of a theme.
- use this information to compile standards of excellence in the form of a rubric to model and evaluate their own writing.

- Screenwriters determine the defining characteristics of a given genre, and compare generic conventions across texts

Students will be able to:

- categorize stories within certain genres by analyzing elements including structure, plot, theme, and mise-en-scene.
- determine the effectiveness of an author's choices by comparing them to other films within the canon.
- make predictions and inferences while watching a film according to the conventions of the genre.

- Screenwriters create stories that engage and connect with readers.

Students will be able to:

- journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes.
- play with and try several ways to structure their narrative in order to achieve maximum dramatic impact.
- note and analyze their use of character, theme and conflict in

	<p>order to appeal to a universal and significant theme.</p>
<ul style="list-style-type: none"> <li>● Screenwriters make strategic choices and analyze how these ultimately influence the text’s overall impact and resonance.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● use both direct and indirect characterization to create compelling characters.</li> <li>● create plausible and effective conflicts that both progress a narrative and reveal character.</li> <li>● purposefully reveal message through carefully planned structure.</li> </ul>
<ul style="list-style-type: none"> <li>● Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● value goal-setting and provide and utilize feedback to reflect and grow.</li> <li>● utilize a systematic process to ensure engagement, productivity, and time management.</li> <li>● embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing.</li> <li>● journal, brainstorm, “shop” their ideas, and plan the structure and arc of their work.</li> <li>● immerse themselves in crafting a story with passion and attentiveness.</li> <li>● re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback.</li> <li>● strive to publish their polished work when possible.</li> </ul>
<p><b>Suggested Resources/Technology Tools</b></p>	
<ul style="list-style-type: none"> <li>● Potential Films to Screen <ul style="list-style-type: none"> <li>○ <i>The Matrix</i></li> <li>○ <i>Guardians of the Galaxy</i></li> </ul> </li> </ul>	

- *The Wizard of Oz*
- *Lord of the Rings: The Fellowship of the Ring*
- *Raiders of the Lost Ark*
- *Star Wars*
- *Lady Bird*
- *Moonrise Kingdom*
- *Pan's Labyrinth*
- *Chinatown*
- *Vertigo*
- *The Graduate*

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

### **IEP/504:**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.



- Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
- Such practices should include grouping of students to build skills and increase independence.
- Questioning
  - Use a variety of question types.
  - Ask open-ended questions that require true communication from and between students.
- Interaction
  - Allow student discussion and interaction to provide peer support and opportunities to practice language.
  - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
  - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
  - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
  - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

## Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 3

### The Short Film & Introduction to Screenwriting

#### Summary and Rationale

In this unit, students will be able to apply the concepts of filmmaking and storytelling to the medium of short films. Students will analyze, evaluate, and dissect a number of short films, from the lens of both a viewer and a writer. Students will analyze how themes are communicated within a shorter medium, as well as note the specific techniques used by the screenwriter and director to communicate ideas quickly and efficiently. Finally, students will practice utilizing screenwriting software to explore screenplay formatting, and craft brief scenes that conform to the requirements of the medium.

#### Recommended Pacing

6-8 weeks

#### Standards

##### Reading Domain

RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11-12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
Writing Domain	
W.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11-12.7	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.
Speaking and Listening Domain	
SL.PE.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.
SL.ES.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	
<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>Filmmakers can communicate themes quickly and efficiently through specific actions, ideas, and visual metaphors.</li> <li>Filmmakers can abbreviate and expedite traditional screenplay structure to accommodate a smaller amount of run time.</li> <li>Filmmakers use short films to communicate specific ideas, illicit specific emotion, or communicate a philosophical truth.</li> <li>Screenwriters adhere to screenplay formatting to ensure their ideas are communicated clearly and visually.</li> <li>Screenwriters build stories through careful attention to specific scenes.</li> </ul>	<ul style="list-style-type: none"> <li>How do filmmakers communicate theme in a short film?</li> <li>How is short film structure than feature film structure?</li> <li>How do filmmakers decide on ideas for short films, and communicate them visually?</li> <li>How do screenwriters format a screenplay?</li> <li>How do screenwriters construct a scene?</li> </ul>
<b>Core Writing Enduring Understandings and Essential Questions</b>	
<ul style="list-style-type: none"> <li>Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.</li> <li>Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.</li> </ul>	<ul style="list-style-type: none"> <li>How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?</li> <li>How can specific awareness of an audience affect stylistic and mechanical choices?</li> <li>How can one most effectively utilize technology to produce, refine, publish and share writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	

FORMATIVE ASSESSMENTS (graded and non-graded): Graded discussion posts and written assignments about whole-class screenings of short films. Practice screenwriting prompts.

SUMMATIVE ASSESSMENT: The “Spec Scene” assignment - students will write an original scene from a preexisting show in order to demonstrate their understanding of scene-building and screenplay formatting.

**Objectives (SLO)**

Students will know:

- Filmmakers can communicate themes quickly and efficiently through specific actions, ideas, and visual metaphors.

Students will be able to:

- analyze the theme or message in a short film.
- Analyze the use of imagery in a short film.
- Identify visual metaphors in a short film.
- Evaluate the climax and denouement of a short film to understand the writer/director’s intention(s).

- Filmmakers can abbreviate and expedite traditional screenplay structure to accommodate a smaller amount of run time.

Students will be able to:

- Differentiate between the structure of a short film and a feature film.
- Adapt a story concept to the limitations and expectations of a short film.
- Evaluate a writer’s creative choices in the structure of a short film script.

- Filmmakers use short films to communicate specific ideas, illicit specific emotion, or communicate a philosophical truth.

Students will be able to:

- Differentiate between films with complex themes from films intended to illicit specific audience reaction.
- Hypothesize the author’s purpose after reading a short film script.
- Develop a theoretical understanding about the world in which the author lives.

- Screenwriters adhere to screenplay formatting to ensure their ideas are communicated clearly and visually.

Students will be able to:

- Read an interpret a screenplay for how it would be filmed and performed.
- Evaluate the use of imagery and visual metaphor for presenting specific ideas in a short film script
- Analyze the effectiveness of action and dialogue respectively for communicating specific ideas.

- Screenwriters build stories through careful attention to specific scenes.

Students will be able to:

- generate ideas for a complete cinematic scene.
- build conflict in an isolated scene within a larger story
- evaluate a scene they've written in order to revise it for clarity, conflict, or characterization.

### Suggested Resources/Technology Tools

- Vimeo
- Youtube
- Short of the Week
- Writerduet

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans*

#### **IEP/504:**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

#### **English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.



- Scaffolding
  - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
    - Model critical thinking by using “Think Aloud” strategies.
    - Reinforce contextual definitions by restating a term and giving its context or definition.
    - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
    - Such practices should include grouping of students to build skills and increase independence.
- Questioning
  - Use a variety of question types.
  - Ask open-ended questions that require true communication from and between students.
- Interaction
  - Allow student discussion and interaction to provide peer support and opportunities to practice language.
  - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
- Wait Time
  - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
- Clarifying Key Concepts in First Language
  - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
- Application of Content and Language Knowledge
  - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

### **Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual

peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

### **Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

## Unit 4

### Screenwriter's Workshop

#### Summary and Rationale

In this culminating unit, students will demonstrate their mastery of the screenplay form by creating original short scripts. Students will utilize the films they've seen during the course as mentor texts to inform their own creative choices. Scripts will be assessed according to a set of criteria developed by the class through the course of their studies. Such criteria may include structure, plot, character development, theme, tone, and style.

#### Recommended Pacing

2-4 weeks

#### Standards

##### Reading Domain

RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RL.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11-12.5	Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RL.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
Writing Domain	
W.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.WR.11-12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.SE.11-12.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
W.RW.11-12.7	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.
Speaking and Listening Domain	
SL.PE.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.

SL.ES.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
Interdisciplinary Connections	
Integration of Technology	
ISTE 2	Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
ISTE 6	Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
ISTE 7	Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment
<b>Instructional Focus</b>	
<b>Enduring Understandings:</b>	<b>Essential Questions:</b>
<ul style="list-style-type: none"> <li>● Screenwriters reference the work of other writers to justify their own creative choices, seek inspiration, and develop their style.</li> <li>● Screenwriters create fictional screenplays that engage and connect with readers.</li> <li>● Screenwriters make strategic choices and analyze how these ultimately influence the text’s overall impact and resonance.</li> <li>● Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>● How does studying the work of others impact the way in which we write our own screenplays?</li> <li>● How do author’s use various moves to engage and/or entertain their audience?</li> <li>● How does a screenwriter’s choices ultimately influence the text’s overall impact and resonance?</li> <li>● How does understanding our own writing style and voice add to the richness of our writing?</li> </ul>
<b>Core Writing Enduring Understandings and Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.</li> <li>● Writers need to understand who their audience is so they can make specific stylistic choices.</li> <li>● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.</li> </ul>	<ul style="list-style-type: none"> <li>● How does a writer’s command of English grammar, mechanics, and usage contribute to effective written communication?</li> <li>● How can specific awareness of an audience affect stylistic and mechanical choices?</li> <li>● How can one most effectively utilize technology to produce, refine, publish and share writing?</li> </ul>
<b>Evidence of Learning (Assessments)</b>	

FORMATIVE ASSESSMENTS (graded and non-graded): Various benchmarks along the writing process.

SUMMATIVE ASSESSMENT: A complete, original short film script in the genre and style of the author's choosing.

**Objectives (SLO)**

Students will know:

- Screenwriters reference the work of other writers to justify their own creative choices, seek inspiration, and develop their style.

Students will be able to:

- Screenwriters review and reread mentor texts for specific purposes, such as analyzing structure, style, or formatting conventions.
- Screenwriters seek answers to their own craft-related questions by studying the work of mentors.
- Screenwriters develop their own screenwriting style through observing many contrasting mentors.

- Screenwriters create fictional screenplays that engage and connect with readers.

- Screenwriters journal, generating ideas and anecdotes that capture the tensions and lessons in their lives, ultimately showing pivotal points and life themes.
- Screenwriters play with and try several ways to open, structure, and resolve their script for maximum effectiveness.
- Screenwriters understand, craft, and hone their own writing style, to add to the richness and effectiveness of their writing.

- Screenwriters make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.

- Screenwriters design an effective structural plan to their scripts, making strategic choices on events and organization that further the plot and ultimate message.
- Screenwriters construct authentic and realistic stories about believable people, paying specific attention to both direct and indirect characterization and central conflicts.
- Screenwriters utilize powerful and effective word choice, creating dialogue that is realistic, well-

paced, and powerful in moving the story as a whole, often reaching their readers with strategic diction and syntax.

- Screenwriters make use of vivid imagery to connect with their audience by conveying a setting that is both vivid and key to the script overall.
- Screenwriters are thoughtful and strategic about the use of point of view, tone, and mood as a means to carefully and purposefully reveal message.

- Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.

- Screenwriters value goal-setting and provide and utilize feedback to reflect and grow.
- Screenwriters utilize a systematic process to ensure engagement, productivity, and time management.
- Screenwriters embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing.
- Screenwriters journal, brainstorm, “shop” their ideas, and plan the structure and arc of their work.
- Screenwriters immerse themselves in crafting a story with passion and attentiveness.
- Screenwriters re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback.
- Screenwriters strive to publish their polished work when possible.

Suggested Resources/Technology Tools

- Writerduet/Celtx

Tier 1 Modifications and Accommodations



**IEP/504:**

- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

**English Language Learners (ELL):**

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using “Think Aloud” strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student’s independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time

- Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - “Discussing and doing” make abstract concepts more concrete to students and allow students to practice English in a safe environment.

**Gifted and Talented:**

- **Tiered Assignments:**
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.
- **Open-Ended Assignments - Extended Thinking:**
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom’s Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

**Career Readiness, Life Literacies, and Key Skills Practices (June 2020)**

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence