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

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Scope and Sequence

Month	Writing Workshop
MP 3	UNIT 1: The Traditional Hollywood Narrative (The Monomyth)
MP 3	UNIT 2: Non-Traditional Narratives
MP 4	UNIT 3: Genre Studies
MP 4	UNIT 4: Final Script Project

Unit 1	
The Traditional Hollywood Narrative (The Monomyth)	
Summary and Rationale	
In this introductory unit, students will be exposed to a combination of fiction and nonfiction texts that are focused on "The Hero's Journey (a.k.a. the monomyth)," and how this mythological idea has manifested itself in cinema. As a class, students will view multiple films in order to analyze how these films use the monomyth to structure and inform their narratives. During the screenings and alongside their supplemental readings, students will practice annotating, analyzing, and synthesizing texts across media to come to new understandings about how and why these films were written. Between screening films, students will enter a writer's workshop in which they practice various skills involved in analyzing screenplays including reading for theme, structure, and plot.	
Recommended Pacing	
6-8 weeks	
Standards	
Reading: Literature	
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.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
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.
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).
Reading: Informational Text	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
W.11-12.10	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	
SL.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.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	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for

	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Screenwriters closely examine their own lives and the lives of those around them in order to find commonalities in the human experience. - Screenwriters note and evaluate the ways in which screenwriters engage their audience in a script. - Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	- How do screenwriters generate ideas for stories? - How do screenwriters develop a theme in a screenplay? - How screenwriters structure a script for maximum impact on the audience? - How do film critics evaluate and respond to film?
Core Writing Enduring Understandings and Essential Questions	
- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices. - Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices? - How can one most effectively utilize technology to produce, refine, publish and share writing?
Evidence of Learning (Assessments)	

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts, projects, and blog posts based on the screened films.

SUMMATIVE ASSESSMENT: Multiple drafts of an analytical essay in which students identify and analyze the way in which the theme is presented in a film.

Objectives (SLO)

Students will know:	Students will be able to:
● Screenwriters closely examine their own lives and the lives of those around them in order to find commonalities in the human experience.	● Screenwriters read/watch the experiences of other individuals and analyze depictions of the world and its stories. ● Screenwriters 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. ● Screenwriters make connections to texts across media in order to find similarities in structure. ● Screenwriters analyze the elements of a narrative in order to identify a central, universal theme. ● Screenwriters compare/contrast multiple films in order to differentiate between plot and theme.
● Screenwriters note and evaluate the ways in which screenwriters engage their audience in a script.	● Screenwriters annotate texts in order to evaluate the effectiveness of an author's creative choices, including characterization, conflict, and structure. ● Screenwriters determine the ways in which characters are developed through both direct and indirect characterization. ● Screenwriters consider how the narrative is structured in relation to the climax in order to determine the effectiveness of the resolution.
● Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Screenwriters listen to accomplished writers in the field to inform and formulate their own process. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. ● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work. ● Writers immerse themselves in crafting an analysis with passion and attentiveness.

	● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

- Potential films to screen:
    - *The Matrix*
    - *Guardians of the Galaxy*
    - *The Wizard of Oz*
    - *Lord of the Rings: The Fellowship of the Ring*
    - *Raiders of the Lost Ark*
    - *Star Wars*

21ST CENTURY LIFE AND CAREER STANDARDS

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ Utilize critical thinking to make sense of problems and persevere in solving them.
- ❏ Model integrity, ethical leadership, and effective management.
- ❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2

The Non-Traditional Narrative

Summary and Rationale

In this unit, students will continue to use films, film criticism, and other supplemental texts to study narrative. However, the focus of this unit will be on subverting the constructivist approach to storytelling introduced in unit one. As a class, students will screen multiple films that experiment with narrative elements including structure, chronology, imagery, and expressionism. Through this juxtaposition, students will be able to differentiate how adhering to, or subverting, narrative expectations can shape a story. Additionally, they will begin to consider the conventions that they will apply to their own final script. Just as they did in the previous unit, students will enter a writer's workshop that will focus on skills including interpreting imagery, symbolism, and mise en scene.

Recommended Pacing

2-4 weeks

Standards

Reading: Literature

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.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
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.
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.
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).

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Reading: Informational Text	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
W.11-12.10	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	
SL.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.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	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Screenwriters analyze the order in which events are presented on screen, and how the order of events impact the narrative as a whole. - Writers view and analyze films, with a focus on studying story arc and portrayal of theme. - Screenwriters look to the world for symbolic and figurative imagery, and compare how these images are used in film. - Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	- How does changing the order of events impact the narrative and its impact on the audience? - How can the resolution of a film impact the author's and audience's perspective on the theme? - How do screenwriters incorporate symbolism in their films? - How can viewers of film interpret meaning from symbolic and expressionistic filmmaking? - How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions

● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices. ● Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices? ● How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts, projects and blog entries and assignments derived from screened films.

SUMMATIVE ASSESSMENT: A critical review of one of the screened films.

Objectives (SLO)

Students will know: ● Screenwriters analyze the order in which events are presented on screen, and how the order of events impact the narrative as a whole.	Students will be able to: ● Screenwriters view films that upend the structure of the monomyth in various ways in order to analyze the impact of the narrative on the audience. ● Screenwriters note the ways in which scripts subvert audience expectations in interesting ways, and apply these moves to their own work. ● Writers rely on mentor texts to analyze the impact of the order of events on a narrative in order to determine the best structure for their own narrative
● Writers view and analyze films, with a focus on studying story arc and portrayal of theme.	● Screenwriters watch various films and dissect them for effective structural moves they want to emulate in their own writing. ● Screenwriters track the development of a character throughout a text, and note how the structure of the narrative impacts characterization, and vise-versa. ● Screenwriters 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.

● Screenwriters look to the world for symbolic and figurative imagery, and compare how these images are used in film.	● Screenwriters note when scripts use symbolism and the impact of that symbolism on the narrative ● Screenwriters analyze how expressionistic writing translates to the screen, and attempt to interpret the emotional implications. ● Screenwriters look for plurality of meaning in symbolism, expressionism, and theme.
● Writers strive to understand their own writing style, voice, and process to add to the richness of their writing.	● Writers value goal-setting and provide and utilize feedback to reflect and grow. ● Writers utilize a systematic process to ensure engagement, productivity, and time management. ● Writers embrace the writing process, cognizant that planning, drafting, editing, and polishing are essential to effective writing. ● Writers journal, brainstorm, "shop" their ideas, and plan the structure and arc of their work. ● Writers immerse themselves in crafting an analysis with passion and attentiveness. ● Writers re-read, reflect, share, edit, and polish their work for maximum impact on the reader, utilizing self/peer/instructor evaluative feedback. ● Writers strive to publish their polished work when possible.

Suggested Resources/Technology Tools

● Potential films to screen:
  ○ *Citizen Kane*
  ○ *Eternal Sunshine of a Spotless Mind*
  ○ *The Usual Suspects*
  ○ *Pulp Fiction*
  ○ *Inception*

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❏ Demonstrate creativity and innovation.
❏ Employ valid and reliable research strategies.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.
❏ Model integrity, ethical leadership, and effective management.
❏ Use technology to enhance productivity.

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Unit 3

Genre Studies

Summary and Rationale

In this unit, students will transition from whole-class screenings to independent and film club screenings. Within smaller groups, students will identify a particular genre of film about which they are most passionate and screen several films of that genre. With their clubs, students will identify the specific cinematic and written elements that make their chosen genre distinct. Between screenings, students will work in writers' workshops to practice writing their own screenplays.

Recommended Pacing

6-8 weeks

Standards

Reading: Literature	
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.
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.
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).
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.
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.
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).
Reading: Informational Text	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
W.11-12.10	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	
SL.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.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	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Screenwriters view and analyze films, with a focus on studying story arc and portrayal of theme. - Screenwriters determine the defining characteristics of a given genre, and compare generic conventions across texts - Screenwriters create stories that engage and connect with readers. - Screenwriters make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. - Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.	- How does viewing films and reading screenplays make us better creators of those types of texts? - How do the conventions of a genre affect our expectations and the way we view a film? - How do screenwriters create fictionalized stories that engage and connect with readers? - How do an screenwriter's choices ultimately influence the text's overall impact and resonance? - How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions

Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.	How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?

- Writers need to understand who their audience is so they can make specific stylistic choices.
- Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.

- How can specific awareness of an audience affect stylistic and mechanical choices?
- How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

FORMATIVE ASSESSMENTS (graded and non-graded): Throughout unit consisting of short prompts and assignments and blog posts derived from screened films.

SUMMATIVE ASSESSMENT: An original scene from a screenplay written in the style of one of the screened films.

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:
- Screenwriters watch various films and dissect them for effective structural moves they want to emulate in their own writing.
- Screenwriters track the development of a character throughout a text, and note how the structure of the narrative impacts characterization, and vise-versa.
- Screenwriters 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.
- Writers 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

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

● Screenwriters create stories 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 structure their narrative in order to achieve maximum dramatic impact. ● Screenwriters note an analyze their use of character, theme and conflict in order to appeal to a universal and significant theme.
● Screenwriters make strategic choices and analyze how these ultimately influence the text's overall impact and resonance.	● Screenwriters use both direct and indirect characterization to create compelling characters. ● Screenwriters create plausible and effective conflicts that both progress a narrative and reveal character. ● Writers purposefully reveal message through carefully planned structure.
● 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

- Potential Film Genres:
  - Detective/Thriller
  - Romance
  - Science Fiction/Dystopian
  - Fantasy
  - Children's films

❏ Act as a responsible and contributing citizen and employee.
❏ Apply appropriate academic and technical skills.
❏ Communicate clearly and effectively and with reason.
❏ Demonstrate creativity and innovation.
❏ Employ valid and reliable research strategies.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.
❏ Model integrity, ethical leadership, and effective management.
❏ Use technology to enhance productivity.

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Unit 4

Final Screenplay Project

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 screen 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: Literature

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.
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.
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).
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.
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.
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).
Reading: Informational Text	
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Writing	
W.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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
W.11-12.10	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	
SL.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.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	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

Instructional Focus

Enduring Understandings:	**Essential Questions:**
- Screenwriters reference the work of other writers to justify their own creative choices, seek inspiration, and develop their style. - Screenwriters create fictional screenplays that engage and connect with readers. - Screenwriters make strategic choices and analyze how these ultimately influence the text's overall impact and resonance. - Screenwriters strive to understand their own writing style, voice, and process to add to the richness of their writing.	- How does studying the work of others impact the way in which we write our own screenplays? - How do author's use various moves to engage and/or entertain their audience? - How does a screenwriter's choices ultimately influence the text's overall impact and resonance? - How does understanding our own writing style and voice add to the richness of our writing?

Core Writing Enduring Understandings and Essential Questions	
- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. - Writers need to understand who their audience is so they can make specific stylistic choices.	- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? - How can specific awareness of an audience affect stylistic and mechanical choices?

	Writers refine their work for the purpose of sharing with their intended audience, and determine the most appropriate technology to do so.		How can one most effectively utilize technology to produce, refine, publish and share writing?

Evidence of Learning (Assessments)

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:	Students will be able to:
● Screenwriters reference the work of other writers to justify their own creative choices, seek inspiration, and develop their style.	● 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

21ST CENTURY LIFE AND CAREER STANDARDS

❏ Act as a responsible and contributing citizen and employee.
❏ Apply appropriate academic and technical skills.
❏ Communicate clearly and effectively and with reason.
❏ Demonstrate creativity and innovation.
❏ Employ valid and reliable research strategies.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.
❏ Model integrity, ethical leadership, and effective management.
❏ Use technology to enhance productivity.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf