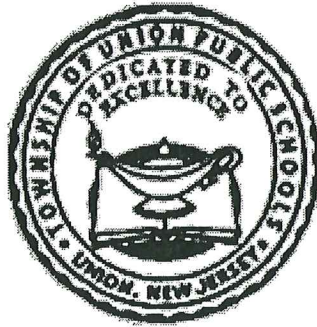


TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

**EN511
Screenwriting**

**Adopted
June 2020**

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Writing is a craft. As with most crafts, skills improve with practice. This course will present the mechanical skills and foundations in the principles of techniques of writing necessary to prepare scripts for television, stage and film, using the standard, industry-accepted format for feature films. During the first several weeks of class, there will be focus on some basics. Equal consideration is given to both the technical and creative aspects of the medium. Areas of focus include story structure, character development, tone, genre, and attention to the audience. By the end of this year-long course, students will develop sufficient skills to write either a theatrical feature --length screenplay or an equivalent media.

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Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.11-12.1-5, 12.10	W.11-12.3,4, 11-12.6	SL.11-12.5	L.11-12.3, 4, 6
Unit 2	RI.11-12 4-7, 11-10	W.11-12.3,4, 11-12.6	SL.11-12.2-5	L.11-12.4-6
Unit 3	RL.11-12.2, 3 and 5	W.11-12.3,4, 11-12.6	SL.11-12.2-5	L.11-12.3-5
Unit 4	RL.11-12.3-6	W.11-12.3,4, 11-12.6	SL.11-12.2-5	L.11-12.3-5
Unit 5	RL11-12.5-7	W.11-12.3,4, 11-12.6	SL.11-12.2-6	L.11-12.3-5
Unit 6	RL.11-12.5-7	W.11-12.3,4, 11-12.6	SL.11-12.2-6	L.11-12.3-5
Unit 7	RL.11-12.5-7	W.11-12.3,4, 11-12.6	SL11-12.2-6	L.11-12.3-5

Additional Standards

Units	WIDA	Technology	21st Century / Career
1-7	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Pacing Guide

	Anticipated Length of Time (days)
Unit 1	15
Unit 2	25
Unit 3	25
Unit 4	25
Unit 5	30
Unit 6	30
Unit 7	30

Suggested Modifications

- Modeling and providing example screenplays
- Non-verbal cues
- Bilingual dictionary use and/or Google Translate for ELL
- Pairing visual prompts with verbal presentations--Storyboardthat.com
- Highlighting key words and key strategies
- Scaffolding complexity level of questioning
- Differentiated assignment of plays
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Chromebooks's Voice Dictation for Speech to Text
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

All units can have many interdisciplinary connections--in particular, music/theater/dance as well as language arts. Work products are primarily determined by student interest and choice.

Unit 1: Unit One: The Tool Shed - Why use a wiper when a pan will do?

Unit Summary

In Unit One, students learn the fundamental "tools" of screenwriting: the nuts and bolts terms, techniques, and formatting of scripts for both TV and Film.

Essential Questions

1. What's your logline?
2. Who is the central character, and what is their conscious and unconscious desire?
3. What's at stake?
4. What's the central idea?
5. What are the key elements in a script?
6. What is the proper format of a screenplay?

READING

Critical Knowledge and Skills	Standards
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 11-12.1
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 11-12.2
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 11-12.3
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	RL 11-12.4

<p>language that is particularly fresh, engaging, or beautiful.</p> <p>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.</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>	<p>RL 11-12.5</p> <p>RL.11-12.10.</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>SCREENWRITING ARTICLE – HOW TO 'BIG-TIME' YOUR IDEA</u> <u>7 Steps For Adapting Your Novel Into A Screenplay</u> <u>Five Major Differences Between Writing Novels and Screenplays</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>W11-12.3</p>

<p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>W.11-12.4.</p> <p>W11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>Screenwriting Textbook</u></p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote</p>	<p>SL 11-12.1</p>

<p>divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>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.</p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL 11-12.2</p> <p>SL 11-12.3</p> <p>SL.11-12.4</p> <p>SL11-12.6</p>
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Suggested Materials/Educational Resources

[Screenwriting Textbook](#)
[AUDIO SCRIPTS Audio scripts](#) (audio scripts)
[How to Use Music to Write Better Screenplays](#)

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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.</p>	<p>L11-12.3</p> <p>L11-12.4</p>

<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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.</p>	<p>L11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>https://www.youtube.com/watch?v=vMSLgxj2dxk&disable_polymer=true Figurative Language In Movies Teaching: Figurative Language in Film and TV</p>	

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Students will read various screenplays (free--available online) and will identify various elements in their own chosen screen plays.</p>	<p>Each student will be able to verbally describe some of the elements in screenwriting.</p>

District/School Texts	District/School Supplementary Materials
	<p>7 Basic Elements of Narrative Drama 7 Basic Questions Your Screenplay Should Answer (And How 'The Last Jedi' Answers Them 3 Times)</p> <p>11 questions to ask when writing a screenplay http://bang2write.com/2016/09/11-questions-to-ask-when-starting-your-screenplay-by-</p> <p>Nuts and Bolts of Screenwriting Nuts and Bolts of Screenplays</p> <p>How to Write a Screenplay https://epdf.pub/screenplay-the-foundations-of-screenwriting.html</p> <p>Screenplay: The Foundations of Screenwriting</p>

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
<p>Students will choose a screenplay to read and compare/contrast to a movie created from it.</p>	<p>understanding how all of the elements function in a screenplay when cast.</p> <p>Students will choose one scene to rewrite.</p>	<p>Judging merits of screenplay; understanding the purpose of rewriting--filling in loose gaps in plot.</p> <p>Students will re-cast film with other actors in mind and write reasons for recasting.</p>

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<p>The Screenplay as Postmodern Literary Exemplar: Authorial Distraction, Disappearance, Dissolution - Nathaniel Kohn, 2000 Manuals are not Enough: Relating Screenwriting Practice to Theories Journal of British Cinema and Television 'The Technique of the Talkie': Screenwriting Manuals and the Coming of Sound to</p>

[British Cinema | Journal of British Cinema and Television](#)

[Research Online \[BURO\] - It must be love: an exploration of the character arc model in screenwriting practice and theory.](#)

[<i>Mr Gilfil's Love Story</i>: The 'Well-Made Screenplay' in 1920 | Journal of British Cinema and Television](#)

[Mythic Structure in Screenwriting: New Writing: Vol 4, No 3](#)

[writing short film scripts | johnaugust.com - Part 80](#)

[7 Basic Questions Your Screenplay Should Answer \(And How 'The Last Jedi' Answers Them 3 Times\)](#)

[Chrome Extensions: YouMeScript, Screenplay Formatter](#)

Unit 2: Building Character - And on the first page, the writer created.

Unit Summary

Movies (and TV shows) are about people: their lives, their loves, their losses. Our ability to relate to, connect with, and believe in a character is at the core of a successful story.

Students explore and implement the development of character in a two-stage approach. First, detailed character studies are created of both real-world and fictional people. Then, students construct scenes to establish the character and explore his or her motivations, desires, and actions in a variety of given circumstances.

Essential Questions

1. What is the historical context for a character?
2. What relationships are key in a character's life?
3. What are a character's blind spots?
4. How does a character's inner thoughts get put on the screen?
5. How is this character truly unique?

READING	
Critical Knowledge and Skills	Standards
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 11-12.4
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 11-12.5
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	RL 11-12.6
	RL 11-12.7

<p>understatement). Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p>	<p>RL 11-12.10</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>Bodies, Blind Spots and Quirks: 5 Key Questions to Ask When Developing Characters</u></p>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a</p>	<p>W11-12.3</p>

<p>vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>W.11-12.4.</p> <p>W11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Screenwriting 101: 5 Tips for Writing Better Characters into Your Screenplay The Ultimate Character Questionnaire</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SL 11-12.5</p>
<p>Suggested Materials/Educational Resources</p>	
<p>How to Format Dialogue in a Screenplay: Top 8 Dialogue Format "Errors"</p>	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L11-12.4</p>
<p>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.</p>	<p>L11-12.5</p> <p>L11-12.6</p>
Suggested Materials/Educational Resources	
<p>Analysis of figurative language in movie script, "Frozen" <u>AN ANALYSIS OF FIGURATIVE LANGUAGE USED IN MOVIE SCRIPT "FROZEN"</u></p> <p>Analysis of figurative language in movie script, "The Study in Pink" <u>View of Figurative Language Used by Characters in the Sherlock Holmes 1 Movie Script "The Study in Pink"</u></p>	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
creation of detailed character studies, one real, one fictional • crafting of two-three page scenes that introduce a character and explore motivations, desires, and actions	Oral presentation of a biography for a created character	
District/School Texts	District/School Supplementary Materials	
	<u>Screenwriting Textbook</u> Nuts and Bolts of Screenwriting <u>Nuts and Bolts of Screenplays</u> How to Write a Screenplay https://epdf.pub/screenplay-the-foundations-of-screenwriting.html	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Character Biography	Students' ability to explore motivations, desires, and actions of a character.	creativity Uniquely created character

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
https://classroom.google.com/u/0/w/NjE4NDg3Nzg2NzNa/t/all How to Create Complex Characters (file on desktop)

Unit 3: The Problem - Why avoid conflict when you can create it?

Unit Summary

Students learn the importance and specific role of conflict, both internal and external, in the creation of a screenplay. Exposure to relevant scenes in existing films, provides a springboard for students to create their own conflicts and write, edit, and revise an original, complete "inciting incident" scene.

Essential Questions

1. How do those wants and needs **conflict** within the character?
2. How do the character's wants and needs **conflict** with the outside world?
3. How do they **conflict** with other characters?

READING	
Critical Knowledge and Skills	Standards
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 11-12.2
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 11-12.3
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. directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RL 11-12.5

Suggested Materials/Educational Resources
<p>Storyboard.that</p> <p>7 Basic Questions Your Screenplay Should Answer (And How 'The Last Jedi' Answers Them 3 Times)</p> <p>5 Ways to Create Conflict in Your Story</p> <p>How to Write Compelling Conflict: Create Conflict in Stories - 2020</p>

WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of</p>	<p>W11-12.3</p>

the narrative.	
Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments	W11-12.6
Suggested Materials/Educational Resources	
How to Write Compelling Conflict: Create Conflict in Stories - 2020	
The Ultimate List of Story Development Questions	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL.11-12.2.
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. Presentation of Knowledge and Ideas	SL.11-12.3.
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest	SL.11-12.5
	SL 11-12.3
Suggested Materials/Educational Resources	
4 Types of Conflict—and How to Use Them in Your Writing	

LANGUAGE	
Critical Knowledge and Skills	Standards
<p>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.</p>	L 11-12.3
<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	L11-12.4
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	L11-12.5
Suggested Materials/Educational Resources	
https://www.youtube.com/watch?v=A5fYkIONOFs https://www.youtube.com/watch?v=A5fYkIONOFs	
Crafting Your Character's Dialogue in Your Screenplay	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
understanding the different conflicts--create examples for each	Storyboard. that---show the conflict in your story	
District/School Texts	District/School Supplementary Materials	
	How to Write a Screenplay https://epdf.pub/screenplay-the-foundations-of-screenwriting.html <u>Screenplay: The Foundations of Screenwriting</u>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Drafting, revising, and polishing a complete 3-4 page "inciting incident" scene •	Narration--whetting the appetite of people without revealing too much of the story	creating an effective conflict for the story.

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<u>MEET THE READER: Formulaic Thinking</u> <u>Lifes Blood The Writer The Practice and</u>

Unit 4: A Method to the Montage

Unit Summary

With only two hours to tell a story, sometimes time needs to be cut down, a character needs to be cut up, or a sequence of shots needs to be cut together in a way that is both effective and artistic. Thanks to Pixar, the process of employing techniques such as montage, flashback, and varying approaches to action sequences is made incredibly easy to both examine and imitate.

Essential Questions

1. How do you format montage into a screenplay?
2. How do you format a montage sequence?
3. What is an interview montage?
4. How can voiceover be used as an effective tool?
5. When should a flashback be used?

READING

Critical Knowledge and Skills	Standards
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 11-12.3
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.	RI.11-12.4.
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 11-12.5
Analyze a case in which grasping a point of view requires distinguishing what is	RL.11-12.6.

directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
Suggested Materials/Educational Resources	
<u>How to Write a Flashback in a Screenplay</u>	
<u>Screenwriting Basics: How to Write an Effective Montage</u>	

WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Use technology, including the Internet, to produce, share, and update individual or</p>	<p>W11-12.3</p> <p>W.11-12.4.</p>

shared writing products in response to ongoing feedback, including new arguments or information.	W11-12.6
Suggested Materials/Educational Resources	
<u>Screenwriting 101: 5 Tips for Writing Better Characters into Your Screenplay</u> <u>The Ultimate Character Questionnaire</u>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	SL 11-12.2
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. Presentation of Knowledge and Ideas	SL 11-12.3
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SL.11-12.5.
Suggested Materials/Educational Resources	
<u>Voice Over Scripts - Free Sample & Demo Practice Scripts</u> https://www.youtube.com/watch?v=SpLtNx65inY	

LANGUAGE	
Critical Knowledge and Skills	Standards
Apply knowledge of language to understand how language functions in different contexts, to make effective	

<p>choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L 11-12.3</p> <p>L11-12.4</p> <p>L11-12.5</p>
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Suggested Materials/Educational Resources
 Free Voice Over Scripts - Read, Print and Practice Ready Voice Over Scripts

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Practice voice over	"Falling Down" -- timed writing of a completed script showcasing all elements introduced during the semester (<i>MID TERM EXAM</i>)

District/School Texts	District/School Supplementary Materials	
	<p>Nuts and Bolts of Screenwriting <u>Nuts and Bolts of Screenplays</u></p> <p>How to Write a Screenplay <u>https://epdf.pub/screenplay-the-foundations-of-screenwriting.html</u></p> <p><u>Screenplay: The Foundations of Screenwriting</u></p>	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
<p>"Of Mice and Cats" -- translation of an iconic action-driven Tom & Jerry cartoon into script form • also--a Storyboard as well</p>	<p>understand the elements of montage from a viewer's perspective into a written perspective</p>	<p>using best practices of montage in story telling of a screenplay</p>

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
<p><u>11 Keys to Creating a Memorable Cinematic Montage</u> <u>Summary Transfer: Exemplar-Based Subset Selection for Video Summarization</u></p>

Unit 5: Structurally Sound: So Tell Me a Story

Unit Summary

Having successfully created character and conflict in the first semester, students now design and construct the beats of the story -- the plot. A thorough investigation of numerous chapters dealing with story design provides students an in-depth understanding of how to economically and effectively build a compelling narrative.

Particular attention is paid to linear versus non-linear storytelling, as instilling a deeper understanding of how plot is the mechanism by which characters, conflicts, and ultimately resolutions play out on the screen.

Drafting and completion of a detailed outline enables the creation of a written treatment reflective of current industry practice.

Essential Questions

1. Does the main character change or remain steadfast?
2. Does the main character start or stop a behavior?
3. Does the main character adopt new actions, attitudes, characteristics or beliefs or cease behaviors that have outgrown or limit them?
4. Is the protagonist active (do-er) or passive (be-er)?
5. Is the main character mainly logical or intuitive?
6. Is the story determined by a time limit or a limit in actions?
7. Is the story a success, failure or stalemate?
8. Have the goals of the story been achieved?
9. Is the ending bittersweet--meaning that there has been success but at a cost?
10. Does the main character have good judgment?
11. Has the main character resolved his personal issues?
12. What is the backdrop against which the story takes place? Is there any manipulation?
13. What is the overall concern of all the characters?
14. What is the overall theme/issue of the story?
15. What is the source of the main character's problem which motivates them to act?

READING	
Critical Knowledge and Skills	Standards
<p>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.</p> <p>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).</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text</p>	<p>RL.11-12.5</p> <p>RL.11-12.6</p> <p>RL.11-12.7.</p>
Suggested Materials/Educational Resources	
Scene Questionnaire	

WRITING	
Critical Knowledge and Skills	Standards
WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a</p>	<p>W11-12.3</p>

<p>particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>	<p>W.11-12.4.</p> <p>W11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Screenwriting 101: 5 Tips for Writing Better Characters into Your Screenplay The Ultimate Character Questionnaire</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience</p> <p>Make strategic use of digital media (e.g.,</p>	<p>SL 11-12.2</p> <p>SL.11-12.3.</p> <p>SL.11-12.4</p> <p>SL.11-12.5.</p>

<p>textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.6.</p>
<p>Suggested Materials/Educational Resources</p>	
<p><u>7 Essential Questions of Plot — Do You Ask Them?</u></p>	
<p><u>The 12 Essential Questions - Main Character Resolve</u></p>	

<p>LANGUAGE</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>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.</p>	<p>L 11-12.3</p>
<p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different</p>	<p>L11-12.4</p>

<p>meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L11-12.5</p>
<p>Suggested Materials/Educational Resources</p>	
<p>7 Simple Ways to Tell a Compelling Story 5 Elements for Crafting a Compelling Story Your Audience Will Love WTD Master the Art of Storytelling With These Tips from Pixar, IDEO and More 6 Storytelling Techniques to Help You create Compelling Real Estate Content</p>	

<p>ASSESSMENT PLAN</p>		
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>	
<p>Practice writing treatments for screenplays already written.</p>	<p>Creation of a written treatment of their own original story reflective of current industry practice.</p>	
<p>District/School Texts</p>	<p>District/School Supplementary Materials</p>	
	<p>How to Write a Screenplay https://epdf.pub/screenplay-the-foundations-of-screenwriting.html</p> <p>Screenplay: The Foundations of Screenwriting</p>	
<p>District/School Writing Tasks</p>		
<p>Task</p>	<p>Primary Focus</p>	<p>Secondary Focus</p>
<p>Writing a Screenplay treatment</p>	<p>set-up the world that the reader will envision as an entire movie</p>	<p>Serve as a roadmap that makes the journey of their prospective film easier to write and navigate.</p>

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

How To Write A Treatment

Outlines, Treatments, and Scriptments, Oh My!

HOW TO WRITE A TREATMENT

Seven Steps To A More Effective Film Treatment

Unit 6: The Conversation - Let's talk about dialogue...

Unit Summary

Actors without lines are like shoes without feet; they're not going anywhere. The lines we all love to note and quote in films emerge from well-crafted dialogue that captures the essence and voice of characters.

Extensive composition, drafting and rewriting of story-specific dialogue is further enhanced by in-class readings of completed, dialogue driven scenes for the purpose of honing skills specific to word choice, tone, exposition, emotion, and other areas which advance character and story development.

Essential Questions

1. What are the uses of dialogue (internal and external) within a piece of writing?
2. How does a writer's use of dialogue show who a person is?
3. How do a person's idiosyncrasies show who he/she is?
4. What effect does placing a person in different settings, (weaving together different stories), and observing how he/she reacts have on a reader
5. How do writers use word choice to create a unique physical impression of a person?

READING	
Critical Knowledge and Skills	Standards
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. (e.g., Shakespeare as well as other authors.)	RL 11-12.1
Suggested Materials/Educational Resources	
https://classroom.google.com/u/0/w/NjE4NDg3Nzg2NzNa/t/all 9 Vital Questions Screenwriters Need to Ask Themselves	

WRITING	
Critical Knowledge and Skills	Standards

<p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>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/.</p>	<p>W11-12.1</p> <p>W11-12.3</p> <p>W.11-12.6</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Rules for writing film dialogue https://gointothestory.blcklst.com/essential-screenwriting-questions-4b6b60b560a8?gi=971a06305d02</p>	

<p>SPEAKING AND LISTENING</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>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.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is</p>	<p>SL 11-12.1</p> <p>SL 11-12.2</p>

<p>required to deepen the investigation or complete the task.</p> <p>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.</p>	<p>SL 11-12.3</p>
<p>Suggested Materials/Educational Resources</p>	
<p>https://www.youtube.com/watch?v=v5OQn0ZqAVQ&feature=emb_logo</p>	

<p>LANGUAGE</p>	
<p>Critical Knowledge and Skills</p>	<p>Standards</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context</p>	<p>L11-12.1</p> <p>L 11-12.3</p> <p>L11-12.4</p>

or in a dictionary). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L11-12.5
Suggested Materials/Educational Resources	
https://scriptmag.com/screenplays/three-dialogue-tips-for-better-screenwriting?utm_campaign=SPM%20-%20Script%20Newsletters&utm_source=hs_email&utm_medium=email&utm_content=83878417&hsenc=p2ANqtz-tZVizcZ7qJtwSBKhenXb07KVxXlu7nof715xXKVBMe6MKFDEOlu3rhmG_vWCmogSN6bW6yQgd-arZBvI97QL4aCt6UnqOLCulylzjDcJgO4RgVKM&hsmi=83878417 How to Format Dialogue in a Screenplay: Top 8 Dialogue Format "Errors" Script Dialogue Should Be More Than "Just Talking" How to Write a Phone Conversation In a Screenplay	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
writing a phone conversation between two characters	3-5 page scene consisting mostly of dialogue	
District/School Texts	District/School Supplementary Materials	
	Nuts and Bolts of Screenwriting Nuts and Bolts of Screenplays How to Write a Screenplay https://epdf.pub/screenplay-the-foundations-of-screenwriting.html Screenplay: The Foundations of Screenwriting	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
"Can we talk?" -- a three to four page scene with a focus on dialogue	learning how to format dialogue in screenplays	understand that writers create characters by showing a character's

		speech, behavior, narrative action, and physical traits through dialogue
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INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS	
<u>Crafting Your Character's Dialogue in Your Screenplay</u>	
<u>On the Nose Dialogue: How to Lose It or Use It in Screenwriting</u>	

Unit 7: Adaptation -A Borrower Not a Lender Be

Unit Summary

"Borrowing" from existing sources outside the genre of film is not only common, it often leads to box office success. Drawing from the world of popular music and social commentary allows for the creation of work based on material with artistic merit, proven success, and lasting appeal.

Students will complete their screenplay or equivalent.

Essential Questions

1. Why is it important that I am able to evaluate a film adaptation of a literary text?
2. How do a director's choices in making an adaptation influence our interpretation of the story?
3. What is the most important aspect of a film adaptation of literature?
4. How does looking at multiple texts from a series inform my knowledge of characters, conflicts, and conventions?
5. Is there enough conflict in my own story?
6. What can I do better to improve it?
7. Have I written a screenplay that people will want to see on television or in the movies or on Broadway?

READING

Critical Knowledge and Skills	Standards
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.	RL11-12.5
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).	RL.11-12.6.
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	RL.11-12.7.
Suggested Materials/Educational Resources	

10 Questions To Ask Before Adapting A Book Into A Screenplay

WRITING	
WRITING	
Critical Knowledge and Skills	Standards
<p>Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W11-12.3</p> <p>W.11-12.4.</p>

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.	W11-12.6
Suggested Materials/Educational Resources	
Screenwriting Textbook	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p> <p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL.11-12.2</p> <p>SL.11-12.3.</p> <p>SL.11-12.4</p> <p>SL.11-12.5.</p> <p>SL.11-12.6.</p>
Suggested Materials/Educational Resources	
Turning a Novel into a Screenplay	

LANGUAGE	
Critical Knowledge and Skills	Standards
Apply knowledge of language to understand how language functions in	L 11-12.3

<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L11-12.4</p> <p>L11-12.5</p>
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Suggested Materials/Educational Resources

https://drive.google.com/file/d/10KPjP6Pc30LOWhN81EM9Wy-m7PNI_Z4g/view
<https://screencraft.org/2020/02/07/131-sci-fi-scripts-that-screenwriters-can-download-and-study/>

ASSESSMENT PLAN	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Students will write a short script with other material--books, stories or songs	Students will complete a screenplay or equivalent (final exam)
District/School Texts	District/School Supplementary Materials

District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
writing a screen play	successful inclusion of all learned skills	establishing a writing voice

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS

