

MCS Dramatic Writing Subject Group Overview

Unit Name		Unit 1: Narrative Writing and Revision	Unit 2: Playwriting	Unit 3: Screenwriting	Unit 4: Speeches/TV Writing
Time Frame		9 weeks	9 weeks	9 weeks	9 weeks
	Standards	<p><u>TAHSTL.CR.1.a</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><u>TAHSTL.CR.1.b</u> Engage and orient the reader by setting out a problem, situation, or observation, 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><u>TAHSTL.CR.1.c</u> Establish and maintain an appropriate style and objective tone.</p> <p><u>TAHSTL.CR.1.e</u> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><u>TAHSTL.CR.1</u> Write original dramatic arts literature for film, television, or theatre that convey a real or imagined experience.</p> <p><u>TAHSTL.CR.2</u> Develop scripts through theatrical techniques.</p> <p><u>TAHSTL.PR.1</u> Analyze and create characters in dramatic arts literature from the perspective of an actor/performer.</p>	<p><u>TAHSTL.CR.2</u> Develop scripts through theatrical techniques.</p> <p><u>TAHSTL.CR.3</u> Produce clear and concise writing that includes the conventions of standard English grammar and usage.</p> <p><u>TAHSTL.RE.1</u> Evaluate various aspects of dramatic arts literature using appropriate supporting evidence.</p> <p><u>TAHSAF.CN.2</u> Explore how writing for film, television, and theatre connects to careers and the entertainment industry.</p>	<p><u>TAHSAF.CN.3</u> Examine the role of film in societal, cultural, and historical contexts.</p> <p><u>TAHSTL.CN.1</u> Connect film, television, and theatre literature to its dramaturgical contexts and other disciplines.</p> <p><u>TAHSTL.CR.2</u> Develop scripts through theatrical techniques.</p> <p><u>TAHSTL.CR.1.c</u> Establish and maintain an appropriate style and objective tone.</p>
	Content Specific Information	Students will reflect on personal experience and observations focusing on developing narrative, characters, style, tone, point of view, and figurative language using clear and correct usage of the English language.	Students will use real, adapted or imagined experiences and/or characters to craft plays in standard playwriting format using theatrical conventions.	Students will use real, adapted, and/or imagined experiences and characters to craft scripts in standard screenwriting format use theatrical and literary techniques relative to film.	Students will learn the basic format and structure of a television series and pitch an idea to the class. In addition, students will craft, rehearse and deliver award speeches.

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	Common Assessments/ Performance Projects	<div><div>1. Journaling</div><div>2. Neighborhood or memory map</div><div>3. Flash 55 (55 word narrative)</div><div>4. I believe/Common App essay RD</div><div>5. I believe/Common App essay FC</div><div>6. Revision/feedback groups (feather circles)</div></div>	<div><div>1. Journaling</div><div>2. Playwriting structure</div><div>3. Read 10 page short plays (included in unit planner)</div><div>4. Notes on playwriting techniques</div><div>5. 2 page play</div><div>6. 5 page play</div><div>7. 10 page play</div><div>8. Revision/feedback groups (feather circles)</div></div>	<div><div>1. Journaling</div><div>2. Screenplay structure</div><div>3. Read full length screenplay (included in unit planer)</div><div>4. Notes on screenplay techniques</div><div>5. 2 page script</div><div>6. 5 page script</div><div>7. 10 page script</div><div>8. Revision/feedback groups (feather circles)</div></div>	<div><div>1. Journaling</div><div>2. Reading exemplar TV pitches</div><div>3. Reading exemplar award speeches</div><div>4. Crafting a TV pitch</div><div>5. Delivering a TV pitch</div><div>6. Crafting a speech</div><div>7. Delivering a speech</div></div>
	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.			