



Marietta City Schools

District Unit Planner

Dramatic Writing

Unit title

Screenwriting

Unit duration (hours)

9 weeks

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

[GA DoE Dramatic Writing Standards](#)

Standards

TAHSTL.CR.2

Develop scripts through theatrical techniques.

TAHSTL.CR.3

Produce clear and concise writing that includes the conventions of standard English grammar and usage.

TAHSTL.RE.1

Evaluate various aspects of dramatic arts literature using appropriate supporting evidence.

TAHSAF.CN.2

Explore how writing for film, television, and theatre connects to careers and the entertainment industry.

Concepts/Skills to be Mastered by Students

1. Script formatting
2. Differences between playwriting, personal writing, and screenwriting
3. Structure
4. Crafting characters

5. Conflict and exposition

Essential Questions

1. How do we create visual elements in a script?
2. What are the limitations of a script?
3. What determines if a story should be a script?
4. What are the techniques of screenwriting?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

1. Journaling
2. Screenplay structure
3. Read full length screenplay (included in unit planner)
4. Notes on screenplay techniques
5. 2 page script
6. Revision/feedback groups (feather circles)

Summative Assessment(s):

1. 5-10 page with analysis

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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		All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.
1. Learning script format	Choosing a favorite short clip (no longer than 30 seconds) and transcribing the story into script format	Students choose their own (appropriate) scene.
2. Learning writing techniques	Google slides. I will share the master copy, and kids will fill in the notes.	N/A
3. Feedback circles	In small groups, students will share and read scripts. One student (not the writer) will be responsible for having read the script beforehand and leading the discussion.	N/A
4. Large group readings of scripts	Student writers will assign roles, have play read out loud and students will comment and offer feedback.	N/A
Content Resources		
Student created scripts.		