**Unit 3 Standards:**

**TAHSTLCR1: Write original dramatic arts literature for film, television, or theatre that convey a real or imagined experience.**

**(ELAGSE12W3)** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **(ELAGSE12W3a)**Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introduce a narrator. **(ELAGSE12W2e)** Establish and maintain an appropriate style/tone **(ELAGSE12Wb)** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines **(ELAGSE12W3e)** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**TAHSTLCR2: Develop scripts through theatrical techniques**

**A.** Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process. **(ELAGSESL4)** Present info, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and organization, development, substance, and style. **(ELAGSESL5)** Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

**TAHSTLCR3: (L1, L2) Produce clear and concise writing that includes the conventions of standard English grammar and usage**

**A.** Examine and outline the steps and conventions involved in the creation of a theatre text **b.** Develop original texts using theatre techniques (e.g., improvisation, adapting non-theatre literature, playwriting exercises) **(ELAGSEW1b)** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns **(ELAGSEW1c)** Use words and phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims **(ELAGSEW2b)** Develop the topic with well-chosen, relevant, and sufficient facts **(ELAGSEW2c)** Use appropriate and varied transitions **(ELAGSEW1d)** Use precise language and domain-specific vocab **(ELAGSEW1e)** Establish and maintain an appropriate style and objective tone **(ELAGSEW3c)** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **(ELAGSEW3d)** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters **(ELAGSE12W4)** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **(ELAGSE12W5)** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on specific purpose and audience. **(ELAGSE12W6)** Use tech to produce, publish, and update individual or shared writing projects.

**TAHSTLPR1: Analyze and create characters in dramatic arts literature from the perspective of an actor/performer.**

1. Use performance to analyze a character’s role and significance to the meaning of the play.
2. Integrate multiple sources of info presented in diverse or formats evaluating the credibility and accuracy of each source.
3. Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**TAHSTLRE1: Evaluate various aspects of dramatic arts literature using appropriate supporting evidence.**

1. Compare and summarize theatre literature from various historical periods, cultures, and styles. **B.** Develop and apply a set of comprehensive criteria for theatre text analysis. **C.** Compare and contrast theatre texts to live/film performance. **D.** Determine the meaning of words and phrases as they are use din the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone **e.** analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time, create such effects as mystery, tension, or surprise. **F.** analyze a particular point of view or cultural experience reflected in a work of literature from outside the US., drawing on a wide reading of world literature. **G.** analyze the representation of a subject or a key scene in two or three different artistic mediums, including what is emphasized or absent in each treatment. **H.** Analyze how an author draws on and transforms source material in a specific work.

**TAHSTLCN1: Connect film, television, and theatre literature to its dramaturgical contexts and other disciplines.**

1. Trace the development of theatre from earliest forms to contemporary forms. **B.** Identify and summarize contributions made to the development of theatre literature by different cultures and traditions. **C.** Research and explain how cultural and historical factors have influenced playwrights and theatre literature. **D.** Identify the elements, influences, and contributions of other art forms and content areas to theatre literature. **E.** conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **F.** gather relevant info from multiple authoritative print and digital sources, using advanced searches effectively **g.** draw evidence from a variety of literary or informational texts of varying lengths and complexity to support analysis, reflection, and research. **H.** write routinely over extended time frames for a range of tasks, purposes, and audiences.

**ELAGSE12SL1, ELAGSE12SL2, ELAGSE12SL3**

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|  | **Learning Target (I am Learning about…)** | **Criteria for Success (I can…)** | **Activation/Instruction** | **Collaboration/Guided Practice** | **Independent Learning/Assessment** | Closure |
| **Monday, Feb17** | President’s day | President’s day | President’s day | President’s day | President’s day | President’s day |
| **Tuesday, Feb18** | I am learning how to write a narrative for a screenplay. | I can write a narrative for a screenplay by creating characters and determining act structure/script format. | Asynchronous: Student’s are creating their Premise for their idea. Student’s must be ready on Thursday to present a 60 second pitch and be ready to ask questions. | Asynchronous: Student’s are creating their Premise for their idea. Student’s must be ready on Thursday to present a 60 second pitch and be ready to ask questions. | Asynchronous: Student’s are creating their Premise for their idea. Student’s must be ready on Thursday to present a 60 second pitch and be ready to ask questions. | Asynchronous: Student’s are creating their Premise for their idea. Student’s must be ready on Thursday to present a 60 second pitch and be ready to ask questions. |
| **Wednesday, Feb19** | I am learning how to write a narrative for a screenplay. | I can write a narrative for a screenplay by creating characters and determining act structure/script format. | Students will be given instruction on how their 60 second pitches should go.  Students will then receive notes on Characters and act structure/ film structure.  Students will also be taught how to utilize AI to help them create their outlines, however, students should not depend on it. If they choose to use AI, they must copy and paste what AI provided, and then change at least 3 things for their provided information. | Students will start creating their character bios for their screenplays. | Students will start creating their character bios for their screenplays. | There will be time at the end of class for students to discuss their ideas. |
| **Thursday, Feb20** | I am learning how to write a narrative for a screenplay. | I can write a narrative for a screenplay by creating characters and determining act structure/script format. | Students will pitch their ideas to the class for feedback. | Students will pitch their ideas to the class for feedback. | Students will pitch their ideas to the class for feedback. | Students will discuss how to make their ideas better. |
| **Friday, Feb21** | I am learning how to write a narrative for a screenplay. | I can write a narrative for a screenplay by creating characters and determining act structure/script format. | Students will receive notes on sluglines and dialogue, as well as exposition and inciting incident. | Students will receive notes on sluglines and dialogue, as well as exposition and inciting incident. | Students will start writing their sluglines and expositions with inciting incidents. | Students will start writing their sluglines and expositions with inciting incidents. |