ENGLISH LANGUAGE ARTS

Writing Lab 2

Unit 3 – Introduction to Graphic Novel & Screenwriting
March-June
Course Philosophy

Creative writing is a multi-genre course that studies creative writing techniques, literary conventions and principles across multiple writing platforms. The course begins with a comprehensive look and analysis of today's mass media landscape, focusing in its purpose, forms and impact on society. Students understand and analyze media as both a social institution as well as a vehicle for mass communications in the function of informing, advocating and entertaining. Beyond will be introduced to a variety of 21st century writing applications beginning with short story fiction writing focusing on such genres as drama, suspense and science fiction. Students will learn a snapshot approach to story telling employing descriptive writing techniques, language conventions and style best practices to create engaging stories. Beyond the short story platform students will learn the principles of writing for a visual medium including graphic novels and screenwriting. Students will learn the fundamentals of screenwriting (and movie plot development) and draft a one act screenplay. In addition, students will learn the essentials of writing treatments to market their work to publications and literary agents as well as be familiar with industry writing trends and the publication business as a whole. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in Writing lab. Contributions to essay and writing contests, fairs, events, showcases and school publications are required. The Passaic County Film Festival also emanates from this class.
| Unit   | Topics                        | NJSLS: 9.1.4.E.1; 9.1.8.E.1; 9.1.4.E.3 | Unit 1 - September-October  
|        |                               |                                       | Unit 2 – November-March  
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<tr>
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<th>Unit 3 – March-June</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Mass Media</td>
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| Unit 2 | Elements of Short Stories and Sci-Fi | RL.9-10.1, R.L.9.10.2, Rl.p-10.3  
|        |                               | W.9-10.3, W.9-10.3.A, W.9-10.3.B,  
|        |                               | W.9-10.3.C, W.9-10.3.D W.9-10.4,  
|        |                               | W.9-10.5, W.9-10.6, RL.9-10.1,  
|        |                               | R.L.9.10.2, Rl.p-10.3; R.L.9-10..3,  
|        |                               | RL9-10.7                               |                         |
| Unit 3 | Introduction to Graphic Novel & Screenwriting | RL.9-10.1, R.L.9.10.2, Rl.p-10.3  
|        |                               | W.9-10.3, W.9-10.3.A, W.9-10.3.B,  
|        |                               | W.9-10.3.C, W.9-10.3.D                |                         |
## Methods of Instruction

- Teacher coaching
- Individual and collaborative problem-solving & decision-making
- Individual instruction
- Small group instruction
- Peer review
- Guest speakers
- Writing to learn
- Independent practice
- Practice in critical reading
- Making thinking visible
- Critical analysis
- Note-taking
- Establishing metacognitive reflection and articulation as a regular pattern in learning
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
## Educational Technology Standards

<table>
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<th>Standards</th>
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- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
Career Ready Practices

Standards
CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

➢ **CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

➢ **CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

➢ **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students’ Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Modified handouts with larger fonts, additional graphics</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<td>Adjust length of assignment</td>
<td>Extra response time</td>
<td>Short manageable tasks</td>
<td>Reference resources to promote independence</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Have students verbalize steps</td>
<td>Brief and concrete directions</td>
<td>Visual and verbal reminders</td>
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<td>Communication system between home and school</td>
<td>Repeat, clarify, or reword directions</td>
<td>Provide immediate feedback</td>
<td>Graphic organizers</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td><strong>Assistive Technology</strong></td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Individual daily planner</td>
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<td>Computer/whiteboard</td>
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<td>Display a written agenda</td>
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<td>Tape recorder</td>
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<td>Note-taking assistance</td>
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<tr>
<td>Spell-checker</td>
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<td>Color code materials</td>
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<td>Audio-taped books</td>
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### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
Interdisciplinary Connections

Model interdisciplinary thinking to expose students to other disciplines.

Interdisciplinary Connections:

- **Visual Art:** Students will generate short stories in collaboration with the art students for the use of department exhibits, showcases and contests.
- **Economics:** Students will create graphic novels and screenplays that deal with the social and economic conditions in the world.
- **Drama Studies:** Students will create monologues and scripts that will be used by theater students for shows and contests.
# Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

## Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

## Enrichment Strategies:

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Methods of Assessment

**Suggested Formative/Summative Classroom Assessments**

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Observation
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics

**Portfolio Assessment (included materials):**

- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Rubrics and student reflections
Essential Focus Questions

- What are the parts of a play?
- How do you develop a character?
- How is a conflict established in a play?
- What is the central idea/theme of a story?
- How does self-reflection create growth as an independent reader?
- What strategies would you consider to generate ideas for plays?

Outcomes

- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Learn the essential elements of a play
- Discuss literary fiction/nonfiction and its development
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a play
- Use a variety of writing techniques to develop a theme for a publication
### Student Learning Objectives

<table>
<thead>
<tr>
<th>NJSLS:</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>RL.9-10.1, R.L.9.10.2, Rl.p-10.3</strong></td>
<td>- Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<td>- Learn about the elements of fiction, specifically drama. Explore characterization and identify the central theme in a play.</td>
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<tr>
<td>All graphic novel principles are covered over 4 weeks prior to unit project of writing a 28 page Graphic Novel.</td>
<td>- Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<tr>
<td>All screenwriting principles are covered over 4 weeks prior to unit project of writing a 28 page screenplay.</td>
<td>- Students will identify and analyze a theme/central idea to create story-lines</td>
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<td>(Note: Students have the options to create graphic novels and screenplays beyond the minimum page number of 28pgs.)</td>
<td>- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</td>
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<td>- Students will understand the difference graphic novel writing and screen writing</td>
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<td>- Students will identify parts of a three act plot per screen writing (including- introduction, rising action, climax, falling actions, resolution, and conflict).</td>
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<td>- Students will apply different strategies to comprehend, interpret, and evaluate text.</td>
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<td>- Students will understand the importance of character development in a play.</td>
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### Student Learning Objectives

**NJSLS:**


Using a variety of techniques and principles, students will develop a solid foundation in graphic novel and playwriting.

- Students will learn how to writing action copy in both panel and scene heading formats
- Students will understand the principles of script writing (graphic novel and screenplays) directorial cues
- Students will understand the use of driving story plot through action visuals and dialogue
- Students will write dialogue and monologues using the correct format.
- Students will create a variety of characters.
- Students will identify an appropriate conflict in original scenes/plays.
- Students will apply knowledge of describing snap-shot writing to create present tense sequences—including character introduction, action copy, flashbacks and vignette montages.
- Students will use sensory language to create a vivid picture.
- Students will demonstrate an understanding of the graphic novel and screenwriting execution plot techniques form concept to resolution
- Students will learn how to format graphic novels and screenplays

**NJSLS:**

**W.9-10.4, W.9-10.5, W.9-10.6**

Strengthen writing skills and strategies through editing the revision process.

- Students will self-edit original monologues, scenes, and sequences for errors in content and structure.
- Students will collaborate with others through peer editing.
- Students will edit plays for relevant-irrelevant information.
RESOURCES FOR UNIT # 3

Listed in order of use of the Unit

Texts:

*Graphic Novel Background (Overview of Graphic Novel Writing)*

*Graphic Novel Terms and Panel Writing Hand-out (Panel Writing and Terms)*

*Civil War Graphic Novel Manuscript (Available in pdf format)*

*Civil War Graphic Novel by Marvel (Used to review and analyze panels of script)*

*Bat Girl Series (Issues 5-6) by DC New 52 (Sample)*

*Assorted Comics, per instructors preference (to be used for Panel Review Analysis)*

*Graphic Novel Quiz Handout*

*Graphic Novel Assignment Handout*

*Sample Script (God-Father) Handout*

*Screenplay Format Handout*

*Screenplay Glossary Handout*

*The Dark Knight Screenplay by Christopher Nolan (Sample)*

*Into the Furnace by Scott Cooper (Sample)*

*Screenplay Settings Handout*

*Screenplay Assignment Handout*

*These resources are currently not available through district (and need to be purchased); however, instructor can use own comic book resources besides the ones (*) noted above.
For each lesson, when the students answer questions, they should incorporate the “3C Method” in their responses:
1. Restate the question and state the **claim**.
2. **Cite** textual evidence to support the claim.
3. Explain the textual evidence and **connect** it to the claim.

**Creating a Graphic Novel**

**Materials Needed:** Graphic Novel Review Sheet

**Activity:**
Students will create a graphic novel.
Graphic novel must include narrative, dialogue bubbles, and some graphics (students may sketch out)
Students will present their graphic novels to the class

**Assessment:** Graphic novel rubric

**Screenplay**
*(Writing a screenplay is the final writing lab assessment for this unit. Implemented at end of the unit)*

**Materials Needed:** Laptops, Screenplay Scripts and Style Handouts

**Activity:**
Using screenwriting principles, students will write a screenplay for a one-hour feature (longer script is optional).

Screenplay requirements:
- 40-50 pages for a one-hour story. 80-100 for full length feature.
- Include all screenplay style principles—including Scene headings, Action Copy, Directorial Cues
- Story will include a 2-ACT plot (3 ACT should students want to write a 90 minute feature)
- Written in third person, present tense format
- Follow screenplay plot diagram principles (Beginning, Middle and a Climax. Resolution is optional.

**Assessment:**
Screenplay rubric that includes: Style, Directorial Cues, Visualization, and Action Copy.