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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | | |
| **Lesson Identification and TEKS Addressed** | | |
| **Career Cluster** | Information Technology | |
| **Course Name** | Digital Media | |
| **Lesson/Unit Title** | Writing a Movie Script | |
| **TEKS Student Expectations** | **130.307. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (C) The student is expected to employ effective reading and writing skills  (E) The student is expected to demonstrate leadership skills and function effectively as a team member  (G) The student is expected to demonstrate planning and time-management skills such as storyboarding and project management, including initiating, planning, executing, monitoring and controlling, and closing a project  (8) The student demonstrates appropriate use of video equipment and techniques.  (B) The student is expected to demonstrate proper use of terminology in relation to video technology  (11) The student demonstrates appropriate project management in the creation of digital media projects.  (B) The student is expected to develop a plan for a media project such as a storyboard and stage development and identify equipment and resources | |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to write a script for a movie according to the requirements presented.  **Specific Objectives:**   1. Define terms associated with script writing. 2. Identify the characteristics associated with each script element. 3. Correctly write each element of a script so that it includes the required characteristics. 4. Apply script writing terms and characteristics while working as a member of a team. 5. Compose an original script while working as a member of a team. | |
| **Rationale** | This lesson introduces students to the components involved in writing movie scripts. Students will have the opportunity in groups to create their own movie scripts. | |
| **Duration of Lesson** | 3 hours | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | * Character direction – Information that tells characters how to move or speak. * Descriptions – Describes where the characters are, what they are doing, and any other important information. * Dialog – Words the characters will speak. * Effect – Describes how the video and audio will begin or end. May also indicate visual and auditory changes during a scene. * Location – Describes where the scene will take place. * Script – Written text of a movie that includes dialog, character direction, descriptions, effects, and location. | |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Script Writing Organizer * Vocabulary Organizer * Practice script * Practice script Key * “Write a Script” Activity * Script Rubric   **Equipment Needed:**   * Student and teacher computers * LCD computer projector | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Tell the students to imagine themselves as a famous movie star. They have been recruited to star in a movie and have just been handed a script.  Ask, “What would you expect to see in the script? What kind of information could you get from looking over the script?”  Brainstorm answers.  Review the objectives.  Review vocabulary using the vocabulary organizer. | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| Instructors can use the Script Writing handouts, and note pages in conjunction with the following outline.   1. All text is in Courier 12 pt. 2. Name, address, and phone    1. Goes in the upper-right hand corner    2. Looks like a mailing address    3. Includes phone number below the address 3. Effect    1. Left justified    2. Entered first       1. ALL CAPS       2. Describe how the scene opens – fade in, black and white to color, still to motion, etc. 4. Location    1. Directly below the effect    2. Brief    3. (INT) interior    4. (EXT) exterior    5. Includes blank line between location and description 5. Descriptions    1. Character names are in ALL CAPS    2. Regular sentence format    3. Left justified    4. Describe where the characters are, what they are doing, and any other important information 6. Character direction    1. Relates only to the speaking character    2. Centered under or next to the character’s name and in parenthesis    3. If four lines or longer, treated as a description 7. Dialog    1. Character name is entered first       1. Centered       2. ALL CAPS    2. Dialog is tabbed three times (½” tabs)   **Summary:**  Review the information with the class by asking the following questions:   1. Where is the writer’s name and address located on the script?   *Answer: In the upper-right hand corner*   1. What are two characteristics of the Effect? *Answer: Left justified and written in ALL CAPS* 2. INT is an abbreviation for what word in a location?   *Answer: Interior*   1. What type of letters is used to write the character’s names?   *Answer: ALL CAPS*   1. What font and size is used to write all text in a script?   *Answer: Courier 12 pt.*   1. Where is character direction found? *Answer: Next to or centered under the character’s name in parentheses* 2. The dialog is tabbed how many times from the left margin?   *Answer: Three*   1. What does the Effect describe?   *Answer: How the scene opens or closes. Also, video or audio changes.* | Present the outline with support from the Script Writing Handout.  Students take notes on the Script Writing Organizer. |
| **Guided Practice \*** | Students practice writing a script as the teacher walks them through the Practice Script and checks the results using the key provided on the teacher’s copy of the Practice Script. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students work in groups of two or three to complete the “Write a Script” Activity. The instructor will grade the activity using the Script Rubric. | |
| **Lesson Closure** | Review the main points of the lesson by using the summary questions provided at the end of the outline. Elaborate on the questions and include all students by adding questions or asking for examples. | |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  The teacher will check students’ progress and final product as they complete the practice script. The teacher will move through the class during the activity, checking on students and providing feedback one-on-one.  **Formal Assessment**  The teacher will grade the “Write a Script” Activity using the Script Rubric. | |
| **References/Resources/**  **Teacher Preparation** |  | |
| **Additional Required Components** | | |
| **English Language Proficiency Standards (ELPS) Strategies** |  | |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  | |
| **Recommended Strategies** | | |
| **Reading Strategies** |  | |
| **Quotes** |  | |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  | |
| **Graphic Organizers/Handout** |  | |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  | |
| **Communication**  **90 Second Speech Topics** |  | |
| **Other Essential Lesson Components** | | |
| **Enrichment Activity**  (e.g., homework assignment) | Have students use scripts to create an actual movie. | |
| **Family/Community Connection** |  | |
| **CTSO connection(s)** | SkillsUSA, TSA | |
| **Service Learning Projects** |  | |
| **Lesson Notes** |  | |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)