Montague Township School
Curriculum Guide
Modern Media Arts Writing- Literary Arts Elective
(Grade 8)

Course Description: In this course, students will learn how to write, shoot and edit their own short films. By studying trailblazing writers and directors, students will learn how to translate their imaginations onto the page and screen.
Please note: this is a writing intensive course and parent/ guardian permission is required for enrollment.

Format/Mapping/Sequence: The format in which the curriculum is written follows the parameters of Understanding by Design. Each course curriculum document is written as a series of units containing established goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates mentor/anchor texts, required tasks, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands. As well, the order of the units is a suggestion and a teacher may introduce the units as he/she feels best meets the needs of the class, keeping in mind the scaffolding of skill development suggested.

Pacing: Modern Media Arts Writing is an elective course that meets every other day over the course of a trimester, 40-minutes per session, and is currently open to 8th grade students. There are 2 student-centered units, each designating reading, writing, and speaking/listening skills with language skills embedded in reading and writing activities. Each of the units provides a suggested time frame that falls between 4 and 8 weeks, taking into consideration the time needed to differentiate for a variety of learners. Students will practice expressing themselves through a variety of methods including: viewing, reading, and writing scripts and films, writing, executing, and editing short films and other brief creative assignments, and learning the fundamental skills of filmmaking as a means to enhance writing abilities. This course is designed to inspire the investment, imagination, and curiosity of our dynamic students!

Resources: In each unit, both electronic and print resources are provided. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. A valuable site that should be referenced in planning https://www.nj.gov/education/standards/

Adopted Resources:
The Quickwrite Handbook. 100 Mentor Texts to Jumpstart Your Students' Thinking and Writing. Linda Rief, Heineman Publishing, 2018.
Reading in the Dark: Using Film as a Tool in the English Classroom. John Golden, National Council of Teachers of English (NCTE), 2001.
Socratic Seminars in Middle School: Texts and Films That Engage Students in Reflective Thinking and Close Reading. Victor J. Moeller and Marc V. Moeller, Routledge Publishing, 2014.
The Writing Thief: Using Mentor Texts to Teach the Craft of Writing. Ruth Culham, Stenhouse Publishers, 2016.

Additional Resources:
Google Suite
Newsela.com

Unit 1 Structure, Story, and Screenplay Basics	
Timeframe	20 days
Subject/Topic	Modern Media Arts Writing
Desired Results	
Content Area NJSLS:	RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. RI.8.6. Determine an author's point of view or purpose in a text and

	analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

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RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
well-chosen details, and well-structured event sequences.
W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
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W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant
descriptive details, and well-structured event sequences.
W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate
to task, purpose, and audience.
W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by
planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.8.4. Present claims and findings, emphasizing salient points in a

focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8
reading and content, choosing flexibly from a range of strategies.
L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections, Career Readiness/ Life Literacies, and Key Skills Practices/ Computer Science and Design Thinking

✅	**Science**	✅	**Social Science**
	Earth and Space	✅	History, Culture, and Perspectives
✅	Life Sciences	✅	Geography, People, and the Environment
	Physical Sciences		Economics, Innovation, and Technology
		✅	Civics, Government, and Human Rights
✅	**Technology**	✅	**Career Readiness, Life Literacies,and Key Skills**
	Computer Science (8.1)		9.1 Personal Financial Literacy
✅	Design Thinking (8.2)	✅	9.2 Career Awareness, Exploration, Preparation, and Training
		✅	9.4 Life Literacies and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere

	in solving them. ● Model integrity, ethical leadership and effective management. ● Plan education and career paths aligned to personal goals. ● Use technology to enhance productivity, increase collaboration, and communicate effectively. ● Work productively in teams while using cultural/global competence. Computer Science and Design Thinking ● 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. ● 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. ● 8.2.8.ITH.2: Compare how technologies have influenced society over time. ● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
Enduring Understandings:	● Film directors use cinematic elements to create effect, specifically theme and tone. ● Looking critically at film involves breaking down and analyzing the various structures that contribute to the overall product and how they work together to create an impact as art.
Essential Questions:	● How does film present its stories similarly and differently from print texts? ● How are films critically analyzed and discussed? ● What are the intended effects of a film creator's choices on the audience?
Critical Vocabulary	Shots and Framing, Camera Angles, Camera Movements, Lighting, Editing Techniques, Sound, Storyboard
All Students Will Know and Be Able To. . .	● Explain how the director's choices of cinematic elements affect theme and tone ● Write effective topic and thesis statements about theme and tone ● Provide evidence to support thesis and topic sentences

Evidence of Student Learning

Formative Performance Task:	● Reader response: respond verbally and in written form to a variety of film clips ● Scene writing: write and perform original scenes created collaboratively in small group ● Monologues: read aloud informal monologues and other public speaking in response to an informal topic in preparation for writing.
Summative Performance Task:	● Original creative writing piece: craft and produce a script ● Film Terminology Quiz
Formal Evidence of Learning & Progress:	● Rubrics ● Written Responses ● Presentations

Informal Evidence of Learning & Progress:	● Reading Assessments (Oral, etc.) ● Peer Review ● Informal Observations/Dialogues ● Think Alouds ● Quick Writes ● Self-Assessment /Reflection ● Examination of Student Work- peer reviews

Learning Plan

Required Activities:	● Film Survey ● Film 101 Identification and Analysis ● *Princess Bride* Film Analysis and Viewing Guide ● *Edward Scissorhands* Film Analysis and Viewing Guide
Required Resources:	● [Film Terminology Resource](#) ● *The Princess Bride* (1987) ● *Edward Scissorhands* (1990)
Suggested Activities:	● Socratic Seminar ● Storyboard Activity ● *Meet Joe Black* Film Analysis Practice Activity
Suggested Resources:	● *Meet Joe Black* (1998) clip ● [Film Analysis Practice Guide](#)
Strategies for Differentiation:	Accommodations for Students in the following areas: ● Special Education ● ELL ● RTI ● Gifted and Talented ● 504 Accommodations/Modifications Specific to this unit as follows: ● Student choice ● Small-group instruction (reading comprehension and writing) ● Tiered assessments (public speaking) ● Tiered assignments (Leveled students) ● Multiple-entry points (Leveled students) ● Demonstration by interest and modes of expression (artistic, technological, written, oral)

Unit 2 **Film as a Window to the Human Experience**	
Timeframe	20 days
Subject/Topic	Modern Media Arts Writing
Desired Results	
Content Area NJSLS:	RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2. Determine a theme or central idea of a text and analyze its

	development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. well-chosen details, and well-structured event sequences. W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W.8.1. Write arguments to support claims with clear reasons and relevant evidence. W.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Interdisciplinary Connections, Career Readiness/ Life Literacies, and Key Skills Practices/ Computer Science and Design Thinking	

✅	**Science**	✅	**Social Science**
✅	Earth and Space	✅	History, Culture, and Perspectives
	Life Sciences		Geography, People, and the Environment
	Physical Sciences	✅	Economics, Innovation, and Technology
			Civics, Government, and Human Rights
✅	**Technology**	✅	**Career Readiness, Life Literacies,and Key Skills**
	Computer Science (8.1)		9.1 Personal Financial Literacy
✅	Design Thinking (8.2)	✅	9.2 Career Awareness, Exploration, Preparation, and Training
		✅	9.4 Life Literacies and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices
- Act as a responsible and contributing community member and employee.
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/global competence.

Computer Science and Design Thinking
- 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
- 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer. 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.
- 8.2.8.ITH.2: Compare how technologies have influenced society over time.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Enduring Understandings:	- Individual identity is important. - Characterization is developed through dialogue, actions, and costume choices - Challenges we face as we "come of age" have similarities across time and culture.
Essential Questions:	- What is identity? - What does it feel like to be an outsider? What are the factors that cause this? - What are the steps adolescents need to take as they assume more adult responsibilities?
Critical Vocabulary	Identity, individual, characterization, coming-of-age, bildungsroman
All Students Will Know and Be Able To. . .	- Evaluate how a director's work reflects his or her historical/cultural perspective. - Explain how the director's choices of cinematic elements affect theme and tone - Create an original short film that reflects a unique historical/ cultural perspective. (write, shoot, edit)

Evidence of Student Learning

Formative Performance Task:	- Reader response: provide written responses to various film clips and/ or scripts - Character profile: create and craft/write about an original character - Character monologue: develop a monologue that logically connects to character developed in original written character profile - Short Film Storyboard
Summative Performance Task:	- Original creative writing piece: individually-conceived and executed, creative writing piece. (Script) - Daily film shoot log - Final and edited short film
Formal Evidence of Learning & Progress:	- Rubrics - Written Responses - Presentations - Film Footage - Film
Informal Evidence of Learning & Progress:	- Rubrics - Exit Cards - Reading Assessments (Oral, etc.) - Pre-Assessments - Informal Observations/Dialogues - Think Alouds - Examinations of Student Work - Self-Assessment /Reflection - Examination of Student Work- peer reviews

Learning Plan

Required Activities:	- Quick Writes: response to various film clips - Character creation activity- creative writing- completing a

	• character profile • Writing and performing a monologue from that created/written character's life • *Crooklyn* Film Analysis and Viewing Guide
Required Resources:	• *Crooklyn* (1994) • *Crooklyn* Film Analysis and Viewing Guide
Suggested Activities:	• Socratic Seminar • Literary Analysis Essay • Film Review
Suggested Resources:	• [Crooklyn Film Review](#) Roger Ebert, 1994 • One Film, One New York: [Crooklyn Presentation Q&A](#) w/ Spike Lee, Film at Lincoln Center
Strategies for Differentiation:	Accommodations for Students in the following areas: • Special Education • ELL • RTI • Gifted and Talented • 504 Accommodations/Modifications Specific to this unit as follows: • Student choice • Small-group instruction (reading comprehension and writing) • Tiered assessments (public speaking) • Tiered assignments (Leveled students) • Multiple-entry points (Leveled students) • Demonstration by interest and modes of expression (artistic, technological, written, oral)

Last updated 7/19/23

Appendix

Standards in Action

Montague Township School District believes in offering an interdisciplinary approach to teaching and learning because students are able to make connections and relationships by bringing together separate content disciplines, skills and knowledge around common themes, issues, or problems. The NJ Department of Education mandates the following be identified as areas of study beneficial to integration into all grade levels and content areas.

Please click the hyperlink for further information on each area:

Career Readiness, Life Literacies, and Key Skills
Climate Change Education
Contributions of Disabled and LGBT Individuals
Holocaust Education
Amistad Commission
Social and Emotional Learning
Diversity, Equity and Inclusion
Asian American Pacific Islander

Types of Assessments

Students will be assessed across the units and year in a variety of ways. The link below indicates resources for developing assessments and general examples of assessments that teachers may utilize across all of the content areas.

Formative, Summative, Alternative, and Benchmark Assessments

Accommodations & Modifications for Special Education, ELL, G&T, 504 Plans and At Risk:

Modifications and Accommodations