



## Dramatic Writing (Film, Television, and Theatre I)

This high school course meets fourth English Language Arts core requirement.

Course Description: **Dramatic Writing (Film, Television, and Theatre I)** –Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing texts and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage.

*See examples below for understanding the coding/nomenclature for standards.*

**TAHSTL.CR.1** = *Theatre Arts; High School; Theatre History and Literature; Creating; standard 1*

*The supporting elements are listed under each standard.*

**TAHSAF.CN.2** = *Theatre Arts; High School; Acting and Production in Film; Connecting; standard 2*

| Standards and Elements<br>Dramatic Writing<br>(Film, Television, and Theatre I)  | Crosswalk with<br>English Language Arts<br>(ELA)  |
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| <p><b>TAHSTL.CR.1 Write original dramatic arts literature for film, television, or theatre that convey a real or imagined experience.</b></p> <ul style="list-style-type: none"> <li>a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>b. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>c. Establish and maintain an appropriate style and objective tone.</li> <li>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> | <p><b>ELAGSE11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> <p><b>ELAGSE11-12W2 (e):</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</p> |

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| <p><b>TAHSTL.CR.2 Develop scripts through theatrical techniques.</b></p> <ul style="list-style-type: none"> <li>a. Differentiate between dramatic and traditional literary writing and utilize and common steps of the playwriting process.</li> <li>b. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</li> <li>c. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</li> </ul>  | <p><b>ELAGSE11-12SL4:</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p><b>ELAGSE11-12SL5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   |
| <p><b>TAHSTL.CR.3 Produce clear and concise writing that includes the conventions of standard English grammar and usage.</b></p> <ul style="list-style-type: none"> <li>a. Examine and outline the steps and conventions involved in the creation of a theatre text.</li> <li>b. Develop original texts using theatre techniques (e.g. improvisation, adapting non-theatre literature, playwriting exercises).</li> <li>c. 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</li> <li>d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>e. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ul> | <p><b>ELAGSE11-12W1:</b></p> <ul style="list-style-type: none"> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> </ul> <p><b>ELAGSE11-12L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>ELAGSE11-12W2:</b></p> <ul style="list-style-type: none"> <li>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's</li> </ul> |

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| <ul style="list-style-type: none"> <li>f. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>g. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>h. Establish and maintain an appropriate style and objective tone.</li> <li>i. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>j. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>k. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>l. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>m. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> </ul> | <ul style="list-style-type: none"> <li>knowledge of the topic.</li> <li>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul> <p><b>ELAGSE11-12W3:</b></p> <ul style="list-style-type: none"> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul> <p><b>ELAGSE11-12W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>ELAGSE11-12W5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>ELAGSE11-12W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> |
| <p><b>TAHSTL.PR.1 Analyze and create characters in dramatic arts literature from the perspective of an actor/performer.</b></p> <ul style="list-style-type: none"> <li>a. Use performance (e.g., oration, improvisation, rehearsed monologues,</li> </ul>  | <p><b>ELAGSE11-12SL2:</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems,</p>   |

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| <p>scenes) to analyze a character's role and significance to the meaning of the play.</p> <p>b. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>c. Evaluate and/or reflect on a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>  | <p>evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>ELAGSE11-12SL3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>  |
| <p><b>TAHSTL.RE.1 Evaluate various aspects of dramatic arts literature using appropriate supporting evidence.</b></p> <p>a. Compare and summarize theatre literature from various historical periods, cultures, and styles.</p> <p>b. Develop and apply a set of comprehensive criteria for theatre text analysis.</p> <p>c. Compare and contrast theatre texts to live/film performance.</p> <p>d. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</p> <p>e. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>f. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>g. Analyze the representation of a subject or a key scene in two or three different artistic mediums (e.g., the play <i>The Boys Next Door</i> and the movie "It's a Wonderful Life" and the television show "My So Called Life"), including what is emphasized or absent in each treatment.</p> <p>h. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from</p> | <p><b>ELAGSE9-10RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</p> <p><b>ELAGSE9-10RL5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>ELAGSE9-10RL6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>ELAGSE9-10RL7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.</p> <p><b>ELAGSE9-10RL9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> |

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| <p>Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>   |  |
| <p><b>TAHSTL.CN.1 Connect film, television, and theatre literature to its dramaturgical contexts and other disciplines.</b></p> <ol style="list-style-type: none"> <li>Trace the development of theatre from earliest forms to contemporary forms.</li> <li>Identify and summarize contributions made to the development of theatre literature by different cultures and traditions.</li> <li>Research and explain how cultural and historical factors have influenced playwrights and theatre literature.</li> <li>Identify the elements, influences, and contributions of other art forms and content areas to theatre literature.</li> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</li> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source, answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and follow a standard format for citation.</li> <li>Draw evidence from a variety of literary or informational texts of varying lengths and complexity to support analysis, reflection, and research.</li> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ol> | <p><b>ELAGSE11-12W7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</p> <p><b>ELAGSE11-12W8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>ELAGSE11-12W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>ELAGSE11-12W10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> |

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| <p><b>TAHSAF.CN.2 Explore how writing for film, television, and theatre connects to careers and the entertainment industry.</b></p> <ul style="list-style-type: none"> <li>a. Examine multiple facets of the business of film, television and theatre.</li> <li>b. Examine and demonstrate the methods of pursuing various entertainment writing careers including submission techniques.</li> <li>c. Recognize the unique contributions of contemporary and/or historical artists and art forms, including Georgia artists.</li> </ul> |  |
| <p><b>TAHSAF.CN.3 Examine the role of film in a societal, cultural, and historical contexts.</b></p> <ul style="list-style-type: none"> <li>a. Examine and apply theories, performances, and conventions from a variety of films, television, and theatre scripts from historical periods, and cultures.</li> </ul>   |  |
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