Grade 7 Module 4: Writing for Television and Film	
Module Overview/Essential Question	**Assessment Plan**

Students will explore the elements of scriptwriting for cartoons and television by developing engaging characters, dialogue, and story arcs. Through the writing process—including brainstorming ideas, creating character profiles, drafting scripts, and revising their work—students will collaborate with peers to provide constructive feedback and enhance their storytelling skills.
 	
Students will consider the following question:
How do character development and dialogue contribute to effective storytelling in cartoons and TV scripts?
	Literary Analysis (Summative #1):
	    Students will analyze a selected TV episode or script excerpt (such as *Avatar: The Last Airbender*, *Phineas and Ferb*, or *The Monsters Are Due on Maple Street*) by identifying its plot structure, evaluating the use of dialogue, and examining how character development is portrayed. This short analytical task will allow students to demonstrate their understanding of how professional writers use structure and dialogue to convey tone, move the story forward, and develop engaging characters.
	
	On Demand Writing (Summative #2)
	    Students will choose a well-known cartoon or TV character from a list and analyze their backstory, motivation, strengths, flaws, and typical dialogue. Using this analysis, students will write an original one-page scene that reflects the character's personality and voice while using proper script formatting and basic episode structure. This assignment allows students to apply their knowledge of characterization, plot, and dialogue in a short creative writing task.
	
	Cumulative Writing Task (Summative #3)
	    Students will write an original 2-3 page TV or cartoon script using their own characters and plot. The script must include proper formatting, clear story structure, and engaging dialogue. In addition to the written component, students will use approved AI or design tools to create a visual element, such as character artwork, a storyboard, or a narrated scene.
	
	Vocabulary Assessments
	    Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. This will be assessed in the on demand and literary analysis summative assignments as students will have to apply their knowledge of relevant vocabulary to be able to complete the tasks. Students

	will also be assessed on vocabulary as formative assessments and exit/entrance tickets.
Texts	**Suggested Student Understandings**
Required Texts: Novel (Literary) ■ "Writing for Animation, Comics, and Games" by Christy Marx ■ The Monsters are Due on Maple Street, Rod Sterling (Text & Show) **SUPPLEMENTARY TEXTS** Video ■ Avatar: The Last Airbender (select episodes to teach and review episode structure) ■ Phineas and Ferb (select episodes to teach and review episode structure)	■ Students will understand that TV and cartoon scripts follow a specific structure that helps guide pacing, conflict, and resolution. ■ Students will understand that strong characters are developed through backstory, motivation, flaws, and consistent behavior across scenes. ■ Students will understand that effective dialogue reveals character traits, advances plot, and reflects authentic voice and tone. ■ Students will understand how episode structure (cold open, acts, scenes, A/B plots) shapes viewer engagement and narrative flow. ■ Students will understand that script formatting is essential for clarity in performance and production. ■ Students will understand how analyzing existing scripts and episodes helps inform their own writing decisions. ■ Students will understand how peer feedback and revision strengthen dialogue, pacing, and story clarity. ■ Students will understand how to use AI tools ethically and purposefully to support creativity and presentation, not replace original thought. ■ Students will understand how visual elements (e.g., storyboards, character design) can enhance the storytelling experience and communicate tone, setting, and emotion.
Writing Tasks	
Writing Activities - Various exit tickets- Ex. Explain how a character from an episode reveals their personality through dialogue and actions in a specific scene. - Various practice exercises- Ex. Rewrite a short scene from a TV episode or script from a different character's perspective, maintaining consistent voice and tone. - On Demand Writing piece- Students will create a writing piece within on class period in which they utilize character voice, plot structure, and script formatting. - Various exit tickets- Ex. Reflect on a favorite cartoon or show. What do you notice about how the writer uses dialogue or humor to give characters a unique voice?	**Cumulative Writing Task** Students will write an original 2-3 page TV or cartoon script using their own characters and plot. The script must include proper formatting, clear story structure, and engaging dialogue. In addition to the written component, students will use approved AI or design tools to create a visual element, such as character artwork, a storyboard, or a narrated scene.

-	Various practice exercises- Ex. Write a short exchange between two characters using only dialogue, and revise it to clarify tone, conflict, and relationship through word choice and rhythm.	

New Jersey Student Learning Standards for English Language Arts

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. 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.
- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RL.CI.7.2. Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.IT.7.3. Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
  - A. Explain the function of phrases and clauses in general and their function in specific sentences.
  - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
  - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
  - E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
  - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

- ○ C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
  - ○ A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - ○ B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - ○ C. Analyze the impact of a specific word choice on meaning and tone.
  - ○ D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - ○ E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - ○ A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - ○ B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - ○ C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
  - ○ D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  - ○ A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - ○ B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  - ○ C. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  - ○ D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SIOP Strategies	Accom/Mod/GT/AT
- Think-Pair-Share - White Board Response - Cooperative Learning Strategies - Comprehension Strategies - Popcorn Reading - Teacher Modeling - Sentence Stems - Pre-teach Vocabulary	*Accommodations:* - Extended Time for assignments - Re-teaching material - Small group conferences/ skills review - Individual writing conferences - Homogeneous grouping - Present information in various formats - Graphic organizers for written assignments - Modeling/Examples of fluency and expectations of assignments - Redirection - Break down reading and writing tasks into smaller chunks *Modifications:* - Modify amount of work required

- Offer multiple forms of assessment
- Differentiate assignments
- Allow extended time to complete assignments

Gifted and Talented/Academically Talented:
- Encourage students to explore concepts in depth and encourage independent studies of investigations
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.
- Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.
- Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Allow students to move more quickly through the material.

Interdisciplinary Connections & Career Ready Practices	Integration of Technology	Integration of 21st Century Skills	Academic Vocabulary	
Mathematics: **Visual and Performing Arts:** 1.4.8prof.Cn10a, 1.4.8prof.Cr1a, 1.4.8prof.Cr2a, 1.4.8prof.Pr6a **Health/PE:** **World Languages:** **Social Studies:** **Science:** **Technology:** 8.1.8.DA.1, 8.1.8.IC.1, 8.2.8.ED.3 **Career Ready Practices:** 9.4.8.CI.1, 9.4.8.CI.3, 9.4.8.TL.3, 9.4.8.IML.6	Substitution: Students type their final stories using a word processor (e.g., Google Docs) instead of handwriting them. Grammar and spell-check tools are used in place of a red pen or peer editing checklist. Augmentation: Students use Magic School AI to highlight unclear sentences or revise awkward phrasing, improving their self-editing process. Voice-to-text tools are available for students with writing challenges or language support needs, increasing accessibility.	☒ Creativity & Innovation ☒ Media Literacy ☐ Economic and Government Influences ☒ Critical Thinking & Problem Solving *Students must use problem solving and critical thinking skills in many classroom questions.* ☒ Life and Career Skills *(flexibility, initiative, cross-cultural skills, productivity, leadership, etc.)* ☐ Global and Cultural Awareness	Tier 1	*N/A*
			Tier 2	***Academic Vocabulary*** words not in general use, not content specific and appear far more in written texts than in speech ***Examples in this Unit:*** Theme, Moral, Point of View, Fairy Tale, Character traits, etc. ***Examples for Teaching:*** ● Introduce words during or after text ● Student friendly definitions
			Tier 3	***Domain-Specific Vocabulary*** ● words related to a specific content or field of study

	Google Docs commenting is used for peer feedback with structured sentence starters. Modification/Redefinition: Students participate in peer editing using real-time collaboration in Google Docs, allowing them to see and respond to feedback live. Students complete a digital storyboard or plot map using apps like Canva or Jamboard to visually plan pacing and POV structure. AI-powered tools support revision by offering sentence rewording suggestions, which students evaluate critically to preserve voice and intent.	☒ Information & Communication Technologies Literacy ☒ Communication & Collaboration ☒ Information Literacy		● students are likely to encounter in the future ***Examples in this Unit*** ● Antagonist, Protagonist, Dialogue, Pacing, etc. ***Examples for Teaching:*** ● Contextualize the words ● Mental Models

Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1-5	■ "Writing for Animation, Comics, and Games" by Christy Marx ■ The Monsters are Due on Maple Street, Rod Sterling (Text & Show)	**Weekly Overview:** Students will be introduced to the conventions of TV and cartoon scriptwriting. They will analyze how professional writers use character, plot, and dialogue to shape engaging episodes. Students will examine structure and character arcs through selected scripts and episodes in preparation for Summative Assessment 1. **Lesson Topics:** • Script format: scene headings, stage directions, dialogue • TV episode structure: cold open, acts, A/B plot lines, cliffhangers • Dialogue analysis: tone, pacing, voice • Character functions and arcs • Guided analysis of episodes and scripts (The *Monsters Are Due on Maple Street*) **Suggested Understandings:** • Students will understand that scripts use specific formatting and structure to guide production. • Students will understand how acts, scenes, and dialogue create pacing and build tension in TV writing. • Students will understand that dialogue must reflect the voice and personality of characters. • Students will understand how to analyze a character arc and plot structure within a script or episode.

		• Students will understand how structure and tone contribute to a show's theme or emotional impact. **Suggested Activities:** • Script markup for dialogue, structure, and plot points • Guided viewing + graphic organizers for plot/character analysis • Dialogue tone comparison (Who said it? Why does it fit?)
6-10	■ Phineas and Ferb (select episodes) ■ Avatar: The Last Airbender (select episodes)	**Weekly Overview:** Students will analyze a well-known cartoon/TV character and apply their understanding of character voice, motivation, and flaws by writing a short, original scene for that character. They will apply script format and structure, connecting analysis to creation. **Lesson Topics:** • Deep dive into character: archetype, motivation, strengths/flaws • Maintaining consistency in voice and action • Script formatting and scene writing basics • Dialogue that shows vs. tells • Bridging analysis with original writing **Suggested Understandings:** • Students will understand how to identify and analyze key elements of character development. • Students will understand that strong dialogue reflects character motivations, conflicts, and tone. • Students will understand how to apply professional script conventions in their own writing. • Students will understand how to use structure and pacing to support character and plot in a short scene. • Students will understand that studying established characters helps them write more authentically in a given "voice." **Suggested Activities:** • Character profile development + graphic organizer • Write a 1-page original scene for a known character • Peer feedback on tone, structure, and voice • Format check & dialogue revision workshop

| 11-15 | ■ Phineas and Ferb (select episodes)
■ Avatar: The Last Airbender (select episodes)
■ "Writing for Animation, Comics, and Games" by Christy Marx
■ The Monsters are Due on Maple Street, Rod Sterling (Text & Show)

Teacher Exemplar | **Weekly Overview:** Students will brainstorm original ideas, develop characters and storylines, and write a 2-3 page cartoon/TV script. They will revise through peer conferences and integrate a visual enhancement using approved AI tools or media design platforms. The module concludes with self-reflection and optional presentations.

Lesson Topics:
• Outlining story arcs and character growth
• Drafting scenes using learned conventions
• Revising and editing for pacing, tone, and clarity
• Optional publishing or showcasing of final projects

Suggested Understandings:
• Students will understand how to create original characters and plots inspired by genre conventions.
• Students will understand how structure, pacing, and dialogue work together to tell a compelling story.
• Students will understand that revision strengthens clarity, consistency, and tone.
• Students will understand the ethical responsibilities of using AI as a support—not a substitute—for creativity.
• Students will understand how to pair visual elements with written work to enhance audience experience.

Suggested Activities:
• Original script outline & character sheet
• Peer and teacher script-read sessions
• Create visuals (character images, title cards, storyboards) using AI or design tools
• Final editing pass + self-assessment rubric
• Optional script performance or visual showcase |