



Marietta City Schools
2023–2024 District Unit Planner

DP Film Y2 HL

Unit Title/ Topic	Unit 4: FINALIZING the COMPARATIVE	Hours	<i>30</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

HL students will complete and finalize the year-long journey of their comparative video. They will craft an introduction, a conclusion, and make sure that the final edit of the video includes curated sources and citations as well as a logical organization.

Unit Description and texts

The students will also finalize their comparative video over two films (chosen by the students) in a ten minute or less video essay. Students will view exemplars posed on the MYIB website as well as carefully curated video submissions from former students.

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Communication - students need to communicate their intentions as well as issues that need to be resolved.</p> <p>Social - students work in small groups and will need to be aware of personal and social skills to work as a team</p> <p>Self-management - students are responsible for a specific role and that includes proficiency with the role, working with others, and communicating with the director.</p>	<p>COMPARATIVE VIDEO Category: Research Details: students will conduct research and determine the validity of sources and citations that help to support and guide their inquiry in the making of the video.</p>

<p>Analysis: breaking down the creative and/or technical considerations of a film.</p> <p>Details: As much as students need to deliver a product, this assessment stresses the importance of the collaborative process in filmmaking, both in terms of communication and collaboration with others throughout the process.</p> <p>In addition, students will synthesize their understanding of film meaning by compiling the different elements of the comparative video essay.</p>		
Content/skills/concepts		Learning process
<p><u>Students will know the following content:</u></p> <p>Working in a group requires communication and flexibility. Research requires complex cognitive and inference skills.</p> <p><u>Students will develop the following skills:</u></p> <p>The importance of setting clear expectations as well as meeting those expectations.</p> <p><u>Students will grasp the following concepts:</u></p> <p>Film is a collaborative art form that requires flexibility, communication, and teamwork.</p>		<p>PowerPoint lecture/notes - lessons on research, context, topics, editing</p> <p>Details: Again, students need to bring creativity and efficiency to their analysis.</p>
Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge - refining and refreshing previous skills related to production roles and topics/themes in films</p> <p>Acquisition of new learning through practice - building interpersonal skills</p>	<p>Personal and shared knowledge</p> <p>Details: How can we justify our opinions?</p>	<p>There are no CAS connections.</p>
Essential Understandings and Questions		

Factual: Film creates meaning.

Conceptual: How does film create meaning.

Debatable: A film's context affects meaning.

Common Assessment Tasks
List of formative and summative assessments.

<p>DP Assessments</p> <p>The Comparative Video</p>	<p>Assessment Objectives</p> <p>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><i>Demonstrate knowledge and understanding of films, filmmakers and their various cultural contexts in order to influence, inform and impact the creation of film work.</i></p> <p><i>Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p>	<p>Formative Assessments</p>	<p>Rough draft of the comparative video (roughly 10 minutes) and a bibliography of sources.</p>	<p>Summative Assessments</p>	<p>Final copy of the comparative video and the bibliography.</p>
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Learning Experiences

Add additional rows below as needed.

Topic or Content	Learning Experiences	Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB
Organization and Focus	Writing the introduction and conclusion to correspond with the focus and conclusions of the argument	n/a
Visual component	Creating the visual aspect of their written script	Students pull sources to make the video cohesive and reflective of the script.

Finalizing	Editing the final video	Students can embellish the project with post-production elements like text and sound and images and transitions.
Reflection of choices	Students will revisit their creative choices according to the design cycle--inquiry, action, reflection.	n/a
Reflection of collaborative experience	Reflecting on the experience of working with a group.	n/a
Revision	Revising the two assessments based on teacher feedback to rough drafts	Each student receives individualized feedback.
Watching film	Viewing LaLa Land or Truman Show to explore topics for consideration.	Kids create their own list of topics.
Content Resources		
<p>Additional supports in this unit should include the following: 1) video essays (some by former MHS students)</p> <p>2) exemplar comparative videos from IB</p> <p>3) LaLa Land</p> <p>4) Truman Show</p>		