

Film Studies (Elective)

Content Area: **Language Arts**
Course(s):
Time Period:
Length: **Semester**
Status: **Not Published**

Course Overview

Film Studies will introduce students to the art, history, and craft of filmmaking. Through critical viewing, discussion, and hands-on activities, students will develop an appreciation for film as a powerful medium of storytelling and artistic expression. In this semester-long course, students will explore the foundations of film, examine major film genres and directorial styles, and learn about the elements of film production.

Course Name, Length, Date of Revision and Curriculum Writer

Course Name: Film Studies

Length:Semester (2.5 Credits)

Date Created: August 2024

Writer: Michael Walsh

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Timeframe	Unit	Instructional Topics
5-7 Weeks	Unit 1: Film Basics	1. Invention of Moving Pictures 2. Rise of Hollywood 3. Modern Film Industry
5-7 Weeks	Unit 2: Style, Genre, Analysis	1. How to Analyze Film 2. Historical Movements in Film 3. Exploration of Genre

5-7 Weeks	Unit 3: Film Production Elements	1. Pre Production 2. Production 3. Post Production
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Unit 1: Film Basics

Content Area: **Language Arts**
Course(s):
Time Period: **1st Semester**
Length: **4-5 Weeks**
Status: **Published**

Summary of the Unit

This unit will focus on the invention of the movie camera and early iterations of movies. Students will learn about early Hollywood and how it evolved from the silent movie era to modern film design, including the regulation of content through the Hays Code. Students will analyze early films. In addition, the students will grasp an understanding of how the Hay's Code paved the way for early genres in regards to Ratings by Motion Picture Association. The end of this unit dovetails into the early black and white motion pictures of the 40's-50's.

Enduring Understandings

1. Starting with the Horse in Motion, moving pictures developed into the silent movie era which in turn made way for the modern talky.
2. Moving pictures gave rise to the modern movie theatre which became a cultural institution and event space.
3. The boom of the American film industry brought about questions of cinematic morality of which the industry created The Hays Code to try and censor what movies could portray on screen.

Essential Questions

1. How did the invention of the moving picture come about?
2. How did early technological and artistic innovations shape the development of film as a storytelling medium?
3. What impact did early movie making have on the culture at large and vice versa?

Summative Assessment and/or Summative Criteria

Project 1: Be the MPPDA (The previous MPAA) (Motion Picture Producers and Distributors of America)

Students will choose a clip from a modern film, that is school appropriate, and analyze it for Hays Code violations in a half page essay. (4 days)

Project 2: Build Your Own Kinetoscope

Using the Horse In Motion as a model, students will design and build their own, working kinetoscope.

Project 3: Hays Code Seek and Find

Using a provided image or still (Thou Shalt Not, for example), students will identify each Hays Code violation represented in a brief paragraph.

Resources

Unit Vocabulary:

Academic Cross-Curricular Words

Antagonist Allegory Allusion Adaptation
Actor Actress Angle Archetype Banned deus
ex machina Director Film Hero Ingenue
Resolution Satire Scene Script Set Setting
Stage Special effects Story Storyboard
Surrealism Thomas Edison Titles Lens

Content/Domain Specific

The Hays Code Eadweard Muybridge
George Melies Aspect ratio Atmosphere B
Movie Black and white Hollywood Camera
Censorship Experimental film Film Fourth
wall Grand Guignol Mise en scène Motion
pictures MPAA Newsreel POV One-reeler
Pitch Pre-Code Rating Screening Shoot Shot
Silent movies Talkies SPFX Star Still Studio
Trades

The First Movie Camera- crash course film history

<https://www.youtube.com/watch?v=pKSmcmeueTbA>

First stop-motion film: Horse in Motion by Eadweard Muybridge

<https://www.youtube.com/watch?v=heRuLp7CyTM>

The first motion-picture clips- 1888's Roundhay Garden Scene and 1895's Arrival of a Train by Louis Le Prince

<https://www.youtube.com/watch?v=knD2EhjGwWI>

<https://www.youtube.com/watch?v=1FAj9fJQRZA>

The Kinetoscope

<https://www.youtube.com/watch?v=sfI0NVC0hLU>

<https://www.youtube.com/watch?v=2dvLQEHfpYU>

The origin of The Hays Code

<https://www.acmi.net.au/stories-and-ideas/early-hollywood-and-hays-code/>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 1: Film Basics (vocabulary) 5-7 weeks	SWBAT learn/identify basic early film industry vocabulary by being presented with terms and in return students will respond to tasks surrounding them.	Teacher will provide a list of vocabulary terms to the students in which the students will be responsible for retrieving the definitions. This will take two days. Each student will share their findings in whole class setting. Ultimately, we will play Vocabulary Kahoot which will prepare the students for the vocabulary test.	Procuring definitions from teacher provided vocabulary list. Vocabulary Kahoot Vocabulary Test
Invention of the movie camera (stop-motion films vs. motion picture clips)	SWBAT identify the differences between stop-motion films and motion picture clips by viewing multiple examples of each and ultimately creating	Teacher will show the students multiple examples of each of the early film inventions, how it started/how it advanced via youtube shorts: - The first movie camera	3 paragraph summary comparing the two early types of cameras/films made Building their own kinetoscope

	<p>their own kinetoscope.</p>	<p>-The first stop-motion film</p> <p>-The first motion picture clips</p> <p>In addition, students will be shown a clip of a kinetoscope in action as well as how to build their own.</p>	
Censorship and The Hays Code	<p>SWBAT understand the progression of film making, why boundaries were pushed, and what was put in place to keep morality intact.</p>	<p>Teacher will provide students with the reasoning for the initiation of The Hays Code in the form of a journal. The students will also learn about the time period, world events, and environment when the Hays Code was formally introduced and put in place.</p>	<p>Students will choose a clip from a modern film, school appropriate, and analyze it for Hays Code violations in a half page essay.</p> <p>Using a provided image or still, students will identify each Hays Code violations in a 1 paragraph response for each.</p>

Standards

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
ELA.L.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ELA.L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
ELA.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
ELA.RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
ELA.RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.W.IW.11–12.2.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 knowledge of the topic.
ELA.W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL	Speaking and Listening
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Suggested Modifications for IEP/504, At Risk, ML and Gifted Students

- IEP/504 and At-Risk Students*:
 - Collaboration between Content Education and Special Education teachers
 - Preferential seating

- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
- Allow for more time on assessments and assignments

MLLs/ELLs:

- Collaboration between Content Education and MLL/ELL teachers
- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids
- Provide materials in multiple languages or at varying levels of English proficiency.
- Use visuals (e.g., diagrams, pictures) to support understanding.
- Pre-teach key vocabulary and concepts.
- Allow for alternative forms of communication (e.g., drawing, gestures).
- Provide opportunities for peer collaboration and language practice.

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are

thematic in nature

- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge
- Provide opportunities for independent research and exploration.
- Encourage critical thinking and problem-solving skills.
- Allow for student-led projects and presentations.
- Provide opportunities for leadership and mentorship in group activities.

*Consistent with individual plans, when appropriate.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
- 9.4.12. CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12. PF.3).
- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- 9.4.12. CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).
 - 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice:

Gathering and Evaluating Sources.

- 9.4.12.IML.3: Analyze data using tools and models to make valid and read ability.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL. IPRET.6).
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

Media artists present, share and distribute media artworks through various social, cultural, and political contexts.

How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

MA.9-12.1.2.12prof.Re8

Interpreting intent and meaning.

MA.9-12.1.2.12prof.Cn10a

Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

MA.9-12.1.2.12prof.Cn10b

Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

MA.9-12.1.2.12prof.Cn11

Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Unit 2: Style, Genre, Analysis

Content Area: **Language Arts**
Course(s):
Time Period: **1st Semester**
Length: **4-5 Weeks**
Status: **Not Published**

Summary of the Unit

In this unit, students will explore the history and styles of film. They will begin by learning the basics of film analysis that they will apply when watching films throughout the course. Students will study the various movements and trends in global cinema through history along with their characteristics. Finally, students will apply this knowledge in exploring various film genres and styles in modern motion pictures.

Enduring Understandings

1. 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.
2. Filmmaking has become more complex over time, and various regions of the world have contributed new styles of film that have changed cinema as a whole and influenced new techniques and characteristics in modern film.
3. Filmmaking has been changed dramatically over time by global events and the perspectives of the increasing number of diverse filmmakers involved.
4. Films can be categorized into different genres that follow patterns of storytelling and style, and these genres work to entertain audiences with particular expectations and interests.

Essential Questions

1. How are films critically analyzed and discussed?
2. What are important film movements through history and how has filmmaking and style evolved over time?
3. How have the events, ideas, social structures, and perspectives of the 19th, 20th, and 21st centuries influenced the subject matter and production of film?
4. What is the purpose and style of each genre of film and how are those characteristics present in various examples from film history?

Summative Assessment and/or Summative Criteria

Project 1: Film Critique Essay

Students will choose from a list of movies provided to produce a 500 word critique, analyzing the movie as an example of its genre and style.

Project 2: Film as Propaganda

Students will develop a 30 second PSA as modern propaganda promoting an issue they are passionate about.

Project 3: Genre Flip!

Students will create a trailer using footage from an existing genre film, swapping the theme and vibe into a different genre. For example, publishing a trailer for the horror film, *The Shining*, as a romantic comedy.

Project 4: Genre Presentations

Students will analyze a self-selected genre or style not previously analyzed in class for indicators, influences, and impact modeled after teacher examples and templates.

Resources

Academic Cross-Curricular Words

Analyze Synthesize Critical/Critic Narrative

Point of View/Perspective Tone Theme

Intended Audience Form Function Plot Design

Scene Genre Movement Sequel/Prequel

Modern/Post-Modern Realism Romanticism

Surrealism Avant Garde Expressionism

Comedy Drama Horror Musical Animation

Science Fiction Documentary

Content/Domain Specific

Silent Film "Talkies" Remake Romantic

Comedy (Rom/Com) Voyeur Noir Auteur New

Wave Blockbuster "Independent" vs. "Studio"

Blackboard Jungle 1955- <https://www.youtube.com/watch?v=uL5Lk-dnMzk> crime/thriller youtube

The Matrix - -1999 (excerpts) action/ sci-fi (DVD)

Jaws -1975 thriller (Swank*)

Titanic- 1997 (excerpts) romance/adventure (Swank)

Forrest Gump- 1994 comedy/romance (Swank)

Stand By Me- 1986 (excerpts) adventure /thriller (DVD)

Willy Wonka and the Chocolate Factory-1971 family/musical (Swank)

Catch Me If You Can- 2002 crime/comedy (DVD)

Freedom Writers- 2007 drama (Swank)

Dead Poets Society- 1989 comedy/drama (Swank)

The Sixth Sense- 1999 horror/mystery (Swank)

10 Things I Hate About You- 1999 comedy/romance (Swank)

*District-provided streaming service

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 2: Style, Genre, Analysis (vocabulary) 5-7 weeks	SWBAT learn/identify basic early film industry vocabulary by being presented with terms and in return students will respond to tasks surrounding them.	Teacher will provide a list of vocabulary terms to the students in which the students will be responsible for retrieving the definitions. This will take two days. Each student will share their findings in whole class setting. Ultimately, we will play Vocabulary Kahoot which will prepare the students for the vocabulary test.	Procuring definitions from teacher provided vocabulary list. Vocabulary Kahoot Vocabulary Test
Style/Genre in movies	SWBAT identify the genre of a selected movie and provide the details that make it so.	Teacher will show the students multiple examples of movie genres, in which students will identify the genre and respond with written artifacts regarding the film.	Students will produce a 500 word critique, analyzing the movie as an example of its genre and style.
Genre Flip	SWBAT create a completely different genre based off the original genre of a film, making it their own.	Students will identify the genre of a film and then turn that genre into a completely different genre via a trailer using a posterboard.	Students will create a trailer using footage from an existing genre film, swapping the theme and vibe into a different genre. For example, publishing a trailer for the horror film, The Shining, as a romantic comedy.
Genre Presentations	SWBAT analyze the genre of a film of their choice.	SWBAT analyze the genre of a film of their choice and present their findings to the class reading from a 200 word reflection of the film.	Students will analyze a self-selected genre or style not previously analyzed in class for indicators, influences, and impact modeled after teacher examples and templates.

Standards

ELA.L.SS.11–12.1 Demonstrate command of the system and structure of the English language when writing or speaking.

ELA.L.KL.11–12.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

ELA.L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.L.VL.11–12.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.VL.11–12.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

ELA.L.VL.11–12.3.C Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

ELA.L.VL.11–12.3.D Consult general and specialized 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, its part of speech, its etymology, or its standard usage.

ELA.L.VI.11–12.4.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELA.L.VI.11–12.4.D Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

ELA.RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

ELA.RI.CR.11–12.1 Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

ELA.RL.IT.11–12.3 Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA.RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events

interact and develop.

ELA.RL.TS.11–12.4 Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RI.TS.11–12.4 Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RI.PP.11–12.5 Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

ELA.RL.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

ELA.RI.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

ELA.RI.AA.11–12.7 Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

ELA.RL.CT.11–12.8 Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

ELA.RI.CT.11–12.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

ELA.W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA.W.IW.11–12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA.W.IW.11–12.2.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 knowledge of the topic.

ELA.W.IW.11–12.2.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.

ELA.W.IW.11–12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor,

simile, and analogy to manage the complexity of the topic.

ELA.W.IW.11–12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

ELA.W.IW.11–12.2.F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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ELA.W.WR.11–12.5 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.

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add interest.

Suggested Modifications for Special Education, ELL and Gifted Students

Students with IEPs and 504s and at-risk students*:

- Collaboration between Content Education and Special Education teachers
- Preferential seating
- Printed and highlighted notes
- Modified test/quizzes/worksheets/written assignments
- Repetition of directions and refocus activities
- Read test/quiz/assessment questions orally if needed
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MLLs/ELLs:

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- Use of audio tapes when applicable
- Use of translation dictionary when applicable
- Provide for oral performance
- Allow use of computer or other technological device
- Highlight notes
- Use of graphic organizers
- Peer liaison
- Visual aids
- Provide materials in multiple languages or at varying levels of English proficiency.
- Use visuals (e.g., diagrams, pictures) to support understanding.
- Pre-teach key vocabulary and concepts.
- Allow for alternative forms of communication (e.g., drawing, gestures).

- Provide opportunities for peer collaboration and language practice.

Gifted Students:

- Provide more elaborate, complex, and in-depth study of major ideas and themes that integrate knowledge within and across the curriculum
- Provide other outside sources (media, content, community) for further study that are thematic in nature
- Promote self-directed and self-initiated learning
- Allow for the development of productive thinking skills to allow students to generate new knowledge
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- Encourage critical thinking and problem-solving skills.
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- Provide opportunities for leadership and mentorship in group activities.

*Consistent with individual plans, when appropriate.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

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- 9.4.12. CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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design a service learning9.4.12.DC.1 Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12. CivicsPR.16. a).

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- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments

MA.9-12.1.2.12prof.Cr

Creating

MA.9-12.1.2.12prof.Pr6

Conveying meaning through art.

Media artists present, share and distribute media artworks through various social, cultural, and political contexts.

How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing, or distributing media artworks?

MA.9-12.1.2.12prof.Re7

Perceiving and analyzing products.

An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.

How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?

MA.9-12.1.2.12prof.Re9

Applying criteria to evaluate products.

Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.

How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

Evaluate

Unit 3: Film Production Elements

Content Area: **Language Arts**
Course(s):
Time Period: **1st Semester**
Length: **4-5 Weeks**
Status: **Published**

Summary of the Unit

This unit will focus on the choices that filmmakers make during the production process which help convey their themes and messages. Students will explore the means of production along with common strategies and examples in each step of the production process.

Enduring Understandings

1. Choices about visual scene composition promote a film's theme by creating a mood and atmosphere in each shot.
2. Editing choices create coherence and meaning through juxtaposition and order within the film.
3. Sound design elevates a film by creating a realistic world in the audience's mind.
4. Writers, directors, actors, and technical professionals make individual choices that contribute to the overall vision of the final film.

Essential Questions

1. How do filmmakers use visual techniques to contribute to a film's theme?
2. How does film editing affect an audience's perception of a film's meaning?
3. Why is sound design a pivotal component of a visual medium?
4. How do the various individuals involved in the production process contribute to the overall final film?

Summative Assessment and/or Summative Criteria

Project 1: Pre Production

With a teacher-provided short story, students will create a storyboard detailing the plot. Work will be evaluated based on industry standards.

Project 2: Production

Students will create their own Mise-en-Scene, using guidelines provided by the teacher. Students will analyze each scene to evaluate the successfulness of the creator's choices.

Project 3: Post Production

Given a clip of a movie with the sound removed, students will design the audio from scratch using teacher-provided material, creating an authentic aural environment for the setting.

Resources

Academic Cross-Curricular Words	Content/Domain Specific
Point of view Set Setting Props Costume Character Blocking Lighting Acting Transitions Make up	Director Editor Producer Director of photography mise-en-scène production design Location cinematography close-up medium shot long shot low-angle shot high-angle shot canted- angle shot long take aspect ratio deep focus wide-angle lens telephoto lens pan tilt track crane shot zoom Steadicam shot hand-held shot sound diegetic sound non-diegetic sound synchronous (onscreen) sound asynchronous (off-screen) sound voice over voice off sound effects Score soundtrack editing continuity editing 180-degree rule 30-degree rule axis of action shot/counter-shot shot/reverse-shot match-on-action (aka match cut) eyeline match point-of-view shot parallel editing (aka cross- cutting) graphic match jump cut montage discontinuity editing dissolve Wipe Screenwriting

How to create a storyboard: <https://www.youtube.com/watch?v=zmP4AZ4bCFI>

Point of view in film: <https://www.youtube.com/watch?v=BLCQAmTleP0>

Shot types: <https://www.youtube.com/watch?v=e5CwiBJYUXk>

High angle shots: <https://www.youtube.com/watch?v=b-nqxxw9mvn8>

Camera movement: <https://www.youtube.com/watch?v=IiyBo-qLDeM>

Mise-en-scene: <https://www.youtube.com/watch?v=ueSh66xktkk>

Silent film where dialogue is needed:

https://www.youtube.com/watch?v=38y_1EWIE9I&list=PLcX7TDig6sB5VduGjsgXeyNzZhPbmQDso&index=1

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Unit 3: Film Production Elements- vocabulary 5-7 weeks	SWBAT learn/identify all the aspects it takes to create a film from preproduction, production, and post production.	Teacher will provide a list of vocabulary terms to the students in which the students will be responsible for retrieving the definitions. This will take two days. Each student will share their findings in whole class setting. Ultimately, we will play Vocabulary Kahoot which will prepare the students for the vocabulary test.	Procuring definition from teacher provided vocabulary list. Vocabulary Kahoot Vocabulary Test

Pre-production-storyboard	SWBAT create a storyboard given a teacher provided short story	<p>Do Now: What is a storyboard?</p> <p>Students will watch a video on how to create a storyboard on paper. They will need a depiction, camera shot, and short summary of the screen.</p>	Students will have 1 week to create a storyboard using all three elements. Fellow students will vote on the best storyboard.
Production-Mise-en-scene	SWBAT create their own Mise-en-scene	Students will be shown a video explaining exactly what a Mise-en-scene is, which will prepare them for creating their own.	Students will submit a drawing of their own Mise-en-scene based off a short story provided by the teacher.
Post-production-aural	SWBAT create a dialogue of a silent film clip giving it meaning and purpose.	Teacher will explain to the students about creating a dialogue to a silent film clip, which will help breathe life into it. First, teacher will show the silent film clip so that the students can imagine and then	Students will submit their written dialogue based off the silent film clip.

		create life tot he clip. Next, students will begin to write dialogue for the characters, giving the clip purpose.	

Standards

ELA.L.SS.11–12.1 Demonstrate command of the system and structure of the English language when writing or speaking.

ELA.L.KL.11–12.2.A Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

ELA.L.VL.11–12.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.L.VL.11–12.3.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

ELA.L.VL.11–12.3.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

ELA.L.VL.11–12.3.C Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

ELA.L.VL.11–12.3.D Consult general and specialized 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, its part of speech, its etymology, or its standard usage.

ELA.L.VI.11–12.4.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELA.L.VI.11–12.4.D Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

ELA.RL.CR.11–12.1 Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters

uncertain.

ELA.RI.CR.11–12.1 Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2 Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

ELA.RI.CI.11–12.2 Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

ELA.RL.IT.11–12.3 Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELA.RI.IT.11–12.3 Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

ELA.RL.TS.11–12.4 Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

ELA.RI.TS.11–12.4 Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELA.RL.PP.11–12.5 Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

ELA.RI.PP.11–12.5 Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

ELA.RL.MF.11–12.6 Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

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ELA.RI.AA.11–12.7 Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

ELA.RL.CT.11–12.8 Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

ELA.RI.CT.11–12.8 Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including

primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

ELA.W.IW.11–12.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELA.W.IW.11–12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELA.W.IW.11–12.2.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 knowledge of the topic.

ELA.W.IW.11–12.2.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.

ELA.W.IW.11–12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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MEDIA ARTS (VPA)

MA.9-12.1.2.12prof.Cr	Creating
MA.9-12.1.2.12prof.Cr2	Organizing and developing ideas.
MA.9-12.1.2.12prof.Pr6	Conveying meaning through art.
MA.9-12.1.2.12prof.Re	Responding
MA.9-12.1.2.12prof.Re8	Interpreting intent and meaning.
MA.9-12.1.2.12prof.Re9	Applying criteria to evaluate products.
MA.9-12.1.2.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.