



**Marietta City Schools**

**2025–2026 District Unit Planner**

*DP Film Year 2 HL*

<b>Unit Title/ Topic</b>	<b>Unit 3: FINALIZING the COMPARATIVE FILM and APPROACHING the CLOSE ANALYSIS</b>	<b>Hours</b>	<i>30 hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?* Students will continue to compile their comparative video, understanding not only how to compare and contrast two films, but to also use research to support ideas. In addition, student will work to understand how the audio and visual must relate to convey meaning.

Students did a close analysis assessment their junior year at this same time. Students will have the opportunity to attempt another pass at the assessment with a different film from the one last year.

**Unit Description and texts**

This unit is the culmination of work that began in Y1. Students are tasked with finishing the comparative video by approaching and exploring two ideas that allow the student to either compare or contrast their two films. Students will also need to complete several requirements -- the introduction, the conclusion, and the works cited page.

The close analysis is also the culmination of work began in Y1!

<b>Transfer goals/Skills</b>	<b>Approaches to learning (ATL)</b>
<p><b>Skills:</b></p> <p>Research - researching context and exploring chosen topics.</p> <p>Communication - how audio and visual relate to convey meaning.</p> <p>Self-management - there is a deadline to meet.</p>	<p><b>Category:</b> Self-Management</p>

<p><b>Details:</b> Students will compile a rough draft video that can receive teacher feedback one time.</p>	<p><b>Details:</b> The nature of this assessment is independent in nature. Students will need to work within deadlines to complete the assessment.</p>	
<p><b>Content/skills/concepts</b></p>	<p><b>Learning process</b></p>	
<p style="text-align: center;"><b><u>Students will know the following content:</u></b></p> <p>Films explore a variety of topics through creative and technical elements.</p> <p style="text-align: center;"><b><u>Students will develop the following skills:</u></b></p> <p>Editing skills (using on-screen text) and arguing and supporting interpretations of ideas related to both films.</p> <p style="text-align: center;"><b><u>Students will grasp the following concepts:</u></b></p> <p>A video essay must use a synthesis of audio and visual to convey ideas that result in a balanced argument.</p>	<p>Lecture - exploring exemplar videos. PowerPoint lecture/notes - overview of assessment and guidelines Individual presentations - presentation of structure of the video Interdisciplinary learning - connecting to history via context</p> <p><b>Details: This is an individual assessment; however, students can view and review other students' work and make comments, give feedback.</b></p>	
<p style="text-align: center;"><b>Language and Learning</b></p>	<p style="text-align: center;"><b>TOK Connections</b></p>	<p style="text-align: center;"><b>CAS connections</b></p>
<p>Activating background knowledge - students will need to rely on previous knowledge of film and techniques. Scaffolding for new learning - some students will need to work on their proficiency with Adobe Premiere Acquisition of new learning through practice - finding connections between films Demonstrating Proficiency - the final, edited video should look professional and polished.</p>	<p>Areas of knowledge - exploring how film (and different films) explore topics in specific, sometimes varied ways.</p> <p><b>Details:</b> Students are encouraged to go beyond their familiar knowledge of films and look beyond their respective culture and time period.</p>	<p>This is an official IB assessment and does not lend itself to any immediate CAS connections while working on the assessment.</p> <p><b>Details:</b> Students could use their editing skills to provide service to organizations like churches or school videos.</p>

<p><b>Details:</b> This assignment combines research, explanation, as well as a level of proficiency with Adobe Premiere.</p>		
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**Essential Understandings and Questions**

<p><b>Factual:</b> Films explore topics with the help of technical and creative elements.</p> <p><b>Conceptual:</b> How do genres evolve over time to embody a belief or an idea.</p> <p><b>Debatable:</b> Genres evolve over time.</p>
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**Common Assessment Tasks**  
List of formative and summative assessments.

<p><b>DP Assessments</b></p>	<p><b>Assessment Objectives</b></p> <p><b>MAHS.CN.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></p> <p><i>2b. 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>2a. Analyze film from various cultural contexts and explain links between areas of film focus and film elements employed by filmmakers.</i></p> <p><i>3b. Compare and contrast filmmakers, their films and their various cultural contexts in order to further understanding of particular areas of film focus.</i></p>	<p><b>Formative Assessments</b></p>	<p>Each section of the video (5 total) will receive feedback (context, introduction, topic 1, topic 2, conclusion)</p> <p>Rough draft of the close analysis (for students who elect to do this assessment, again).</p>	<p><b>Summative Assessments</b></p>	<p>The 10 minute video essay with a bibliography (final)</p> <p>A 1750 word final essay on a prescribed film.</p>
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	<i>4a. Make appropriate choices in the selection of words, images, sounds and techniques when assembling their own work for presentation.</i>				
<b>Learning Experiences</b> Add additional rows below as needed.					
<b>Topic or Content</b>	<b>Learning Experiences</b>		<b>Personalized Learning and Differentiation</b> 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		
Powerpoint	Overview of the assessment/s		n/a		
Checklist	Details for finalizing the comparative		n/a		
Exemplars	Exemplars for guidance		n/a		
Peer review	Students view and provide feedback to another student		n/a		
<b>Content Resources</b>					
<b>Additional supports in this unit should include:</b> teacher created handouts, student exemplars.					