



ANSONIA PUBLIC SCHOOLS

Understanding the Media (Grade 12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

Ansonia's Vision of a Graduate

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: Script Writing	
Unit 2: Film	
Unit 3: Advertising	
Unit 4: Photography	

Course Overview:
This course focuses on an analysis of various media as sources of information and influence. The materials include television, film, newspapers, graphic novels, advertisements, photography, political ads, documentaries, movies, books and magazines. Students will further their analytical and writing skills. <i>Fulfills English IV Reading Requirement</i> Prerequisite: English III

Unit 1: Script Writing

Priority Standards:	Supporting Standards:
L 11-12.3 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. SL 11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. W 11-12.5 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. SL 11-12.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	
Big Ideas	Essential Questions
• Screenwriters use purposeful dialogue and action to develop characters, convey conflict, and communicate power relationships. • Effective storytelling depends on intentional choices about language, structure, and characterization rather than simply replicating real-life speech. • Revision and collaboration are essential parts of the writing process that improve the quality and impact of a screenplay.	• Does the language of a screenplay have to reflect actual speech? • How does action and speech create characterization, conflict and economy of power? • How can editing and peer editing improve a screenplay?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze the structural and stylistic differences between written dramatic scripts and spontaneous, real-world human speech to identify how media writers compress and manipulate language.
- Engineer original script dialogue that simultaneously reveals character motivations, builds narrative conflict, and maintains an "economy of power," ensuring every line of text advances the plot without relying on heavy exposition.
- Translate narrative ideas into industry-standard script layouts, utilizing precise margins, parentheticals, action lines, and character cues to clearly communicate audio and visual directions.
- Critique peer scripts using explicit storytelling benchmarks—evaluating pacing, authenticity, and grammatical precision—to deliver actionable, targeted feedback during the revision process.
- Perform written dialogue dynamically before an audience of their peers during interactive showcases, evaluating vocal pacing, inflection, and tone to bring text-based characters to life.

Unit 2: Film

Priority Standards:	Supporting Standards:
W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or a problem. SL 11-12.5 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.	
Big Ideas	Essential Questions
- Filmmakers use visual and auditory techniques to create meaning and influence audience interpretation. - Directors translate written scripts into cinematic experiences through purposeful artistic and technical choices. - Film is a collaborative art form in which form, structure, and technique work together to tell a story.	- How does the shot, angle, sound, editing, etc. contribute to the meaning of the film? - How does a director translate a script into a two or three dimensional film?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Evaluate a filmmaker's technical decisions—specifically camera angles, shot composition, lighting focus, and sound engineering—to explain in writing how these choices manipulate mood and advance the film's deeper meaning.
- Contrast a finished film against its original source script to analyze how a director visually interprets text, identifying what text-based details were emphasized, altered, or omitted during production.
- Present multi-media text analyses to their peers, utilizing isolated film clips as evidence to break down how specific editing cuts and framing techniques directly construct a scene's theme.
- Collaborate as a production crew to storyboard and shoot an original music video, deliberately selecting technical camera shots and editing rhythms to convey a cohesive message without relying on spoken dialogue.
- Predict how a change in a single production variable (such as switching from a high-angle shot to a low-angle shot, or altering the audio track) would fundamentally shift the audience's psychological response to a scene.

Unit 3: Advertising

Priority Standards:	Supporting Standards:
RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. SL11-12.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts or issues, building on others' ideas and expressing their own clearly and persuasively. RI 11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. SL 11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Big Ideas	Essential Questions
- Advertising uses psychological and persuasive techniques to influence consumer decisions. - Advertising reflects and shapes societal values, beliefs, and cultural norms. - Advertising can reinforce or challenge stereotypes, making critical media analysis essential.	- How does advertising use psychology and social values to sell a product? - How does advertising reinforce stereotypes? - How does advertising reflect societal values over time?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Dissect commercial print advertisements to isolate and critique the explicit claims, implicit messaging, and rhetorical appeals (such as ethos, pathos, and logos) used to target specific demographics.
- Critique the placement of products within television and film, participating in collaborative debates to evaluate the psychological effectiveness and ethical implications of subtle, non-traditional advertising.
- Analyze historical political campaigns to identify and deconstruct specific manipulation tactics, such as glittering generalities, fear-mongering, testimonial framing, and bandwagon strategies.
- Organize their critiques of marketing strategies into clear visual frameworks, utilizing posters or digital presentation tools to deliver data-driven analyses of media influence.
- Act as media creators to storyboard, film, and edit an original political advertisement, deliberately embedding specific propaganda techniques using digital video editing software to test their persuasive impact on an audience.

Unit 4: Photography

Priority Standards:	Supporting Standards:
SL 11-12.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. SL11-12.1 Initiate and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL 11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Big Ideas	Essential Questions
- Photographs and media messages are constructed representations that can communicate particular perspectives and opinions. - Ethical considerations influence how images and information are created, edited, and shared with the public. - Media-literate individuals critically evaluate the credibility, accuracy, and bias of sources before accepting information as true.	- Can a photograph express an opinion? - When is it ethical to alter a photograph? - When is it appropriate or ethical to publish controversial photographs? - What is the veracity of different sources of media?
AHS Expectations	
- Apply critical thinking skills to solve problems. - Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. - Read effectively for a variety of purposes. - Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze documentary and journalism photographs to evaluate how specific framing, lighting, and composition choices express implicit opinions and shape public perception without words.
- Investigate how digital alterations (such as photoshopping) and selective media staging can reinforce harmful cultural bias and systemic stereotypes, using evidence from texts and videos to defend a written or spoken stance.
- Evaluate high-stakes real-world dilemmas in media coverage, balancing the public's right to transparent news against privacy, safety, and sensitivity concerns to formulate a logical defense for publishing or spiking a controversial image.
- Utilize specialized analysis frameworks to critique iconic imagery, separating the universal cultural context (studium) from the immediate, emotionally piercing details (punctum) that establish a photograph's theme.
- Organize advanced visual critiques into structured digital presentations, combining technical composition evaluation with thematic interpretation to teach an audience about the lasting historical and cultural power of a single frame.

