Curriculum Framework

Course Title: Film Studies

Board Approval Date: October 14, 2026

Credit / Hours: 0.5

Course Description:

Film Studies is an honors-level English course designed for students in grades 11–12 who want to explore filmmaking as both an artistic practice and a deliberate craft. Students will analyze film as carefully constructed text while learning how composition, movement, editing, sound, performance, and directing communicate meaning. Through observation, analysis, experimentation, collaboration, production, revision, and reflection, students will develop visual literacy alongside traditional literacy to create original films for authentic audiences. The course culminates in a digital filmmaker portfolio and public film festival showcasing student work. Students progress through increasingly complex filmmaking experiences, moving from analyzing individual filmmaking techniques to producing original short films that integrate all elements of cinematic storytelling.

Instruction follows a recurring Studio Cycle
Observe↦Analyze↦Imagine↦Plan↦Storyboard↦Produce↦Edit↦Workshop↦Conference↦Revise↦Publish↦Reflect

Learning Activities / Modes of Assessment:

Routine assessments
Daily studio journals
Observation notebooks
Mentor media analysis
Composition challenge - varied below
Peer critiques
Instructor conferences
Mini frame capture

Performance assessments
Signature assessment - varied below
Creative process reflection

Capstone
Digital Filmmaker's Portfolio
Danville Film Festival Showcase

Instructional Resources:

Ascher & Pincus: *The Filmmaker's Handbook*
Monaco: *How to Read a Film*
Sikov: *Film Studies*
Snyder: *Save the Cat*!

Pixar short films
Selected film excerpts
IMDb Screenplays
Script Slug Screenplays

Revised 2026

Unit: 0 Welcome and Academic Integrity		
Time Frame	Two days	
Student Learning Outcomes	The student will: ● Explain the purpose of academic integrity within a creative studio environment. ● Differentiate between ethical collaboration, inspiration, citation, plagiarism, and appropriate AI use. ● Apply classroom expectations and digital citizenship guidelines during creative work. ● Reflect on personal goals as a developing filmmaker. ● Demonstrate understanding of course policies, procedures, and expectations	
Essential Questions	● Why do creators have responsibilities to themselves, their audiences, and one another?	
Content	● Course expectations and studio culture ● Academic integrity ● Ethical AI use ● Copyright and intellectual property ● Collaboration vs. plagiarism ● Digital citizenship ● Creative responsibility ● Goal setting	
Assessments	● Course syllabus acknowledgment ● Quizlet review ● Kahoot review quiz ● Academic Integrity Quiz ● Letter to Future Filmmaker Self	
Standards	CC.1.4.11-12.A CC.1.4.11-12.M–R CC.1.5.11-12.A, B, D, G	
Key Vocabulary	Academic/Concept VocabularyAcademic integrity Academic honesty	Literary Terms Copyright

	Ethics Artificial intelligence (AI) Prompt Collaboration Digital citizenship Originality Creative process Studio Audience Creator Reflection	In-text citation Intellectual Property Mosaic Plagiarism Paraphrase Direct Plagiarism Quotation Self-plagiarism Summary Sloppy Scholarship Unauthorized Aid Works Cited Gemini & Chat GPT AI statement
Materials/ Resources	Course syllabus Academic Integrity Presentation Quizlet Kahoot Studio Journals Classroom policies and procedures AI guidelines Sample scenarios	

Unit 1 Learn to See	
Time Frame	Two weeks
Student Learning Outcomes	The student will: ● Analyze how filmmakers guide audience attention through visual composition. ● Identify how framing, perspective, light, and visual detail influence meaning. ● Apply foundational principles of visual storytelling through original photographs and short visual compositions. ● Evaluate mentor media using appropriate film vocabulary. ● Reflect on creative choices and explain how visual decisions shape audience interpretation.

	• Demonstrate ethical use of AI to support brainstorming, planning, and reflection throughout the creative process.
Essential Questions	• How do filmmakers guide our attention?
Content	• Visual literacy • Reading film as text • Observation and visual awareness • Composition • Rule of thirds • Leading lines • Negative space • Perspective • Light and shadow • Color and contrast • Visual storytelling without dialogue • Photography as the foundation of cinema • Ethical AI use in creative planning and reflection
Assessments	**Routine Studio Assessments** • Daily Studio Journals • Observation Notebooks • Mentor Media Analysis • Composition Challenge • Peer Critiques • Instructor Conferences **Performance Assessment** • Signature Assessment: Ten Frames. One Story. • Creative Process Reflection
Standards	**Priority Standards** • CC.1.2.11-12 A, B, F, G, I • CC.1.3.11-12 A–K • CC.1.4.11-12 A–F, M–R, S–X • CC.1.5.11-12 A–G **Supporting Standards** • 9.1.12 A–C, F, J, K

<table>
<tr><td>Key Vocabulary</td><td>Academic/Concept Vocabulary
Visual literacy
Audience
Attention
Observation
Perspective
Composition
Interpretation
Intentionality
Storytelling
Contrast
Focus
Revision
Artificial Intelligence (AI)
Prompt
Reflection</td><td>Literary Terms
Frame
Rule of Thirds
Leading Lines
Negative Space
Symmetry
Balance
Visual Hierarchy
Foreground
Middle Ground
Background
Anchor Frame
Visual Motif
Mentor Media</td></tr>
<tr><td>Materials/ Resources</td><td colspan="2">Selected mentor photography and visual art
Silent films and visual storytelling
Commercials and mentor media
Pixar short films
Canva and district-approved digital filmmaking and editing tool
Anchor media
Calvin and Hobbes
Wordless comics
NYT 10 Intriguing Photographs
Holly Andres
Steven McCurry
Annie Leibovitz
Dorothea Lange
Vivian Maier
Canva video maker

Other media Commercials by Nike, Apple, Google, “Thai Life Insurance,” Thanonchai Sornsriwichai
The Beginner, John Lewis
Superbowl commercials</td></tr>
</table>

	Pixar films: *For the Birds* *Piper* *Bao* *La Luna* *Lifted* *Presto* *Partly Cloudy* *Float* **Films** *Walle-E* opening *Up* - "Married Life" Mr. Bean clips *The Artist* trailer Charlie Chaplin clips Buster Keaton clips **Music videos and clips** "Here it Goes," Ok, Go Peter Gabriel Coldplay Billie Eillish Michael Jackson Ah-Ha Sia **Nature** "BBC Earth" "Planet Earth," "Blue Planet" clips

Unit 2 Learn to Frame	
Time Frame	Two Weeks
Student Learning	The student will: • Analyze how framing, composition, and mise-en-scène communicate meaning in film.

Outcomes	● Explain how directors use visual choices to shape audience interpretation and emotional response. ● Apply principles of framing, composition, lighting, color, blocking, and visual balance to original film compositions. ● Evaluate mentor media using precise film vocabulary and evidence-based analysis. ● Create intentional visual stories that communicate meaning with minimal or no dialogue. ● Reflect on creative choices and justify how visual decisions strengthen storytelling, including ethical use of AI during planning and revision.
Essential Questions	● How does every filmmaking choice communicate and shape meaning?
Content	● Framing and visual composition ● Mise-en-scène ● Rule of thirds (review) ● Head room and lead room ● Symmetry and visual balance ● Foreground, middle ground, and background ● Framing within the frame ● Lighting and color ● Blocking and visual relationships ● Props, costumes, and setting ● Visual symbolism ● Audience interpretation ● Justifying creative decisions ● Ethical AI use in visual planning and revision
Assessments	**Routine Studio Assessments** ● Daily Studio Journals ● Observation Notebooks ● Mentor Media Analysis ● Composition Challenge ● Peer Critiques ● Instructor Conferences **Performance Assessment** ● Signature Assessment: One Minute: One Meaning ● Creative Process Reflection
Standards	Priority Standards

Revised 2026

	● CC.1.2.11-12 A, B, F, G, I ● CC.1.3.11-12 A–K ● CC.1.4.11-12 A–F, M–R, S–X ● CC.1.5.11-12 A–G Supporting Standards ● 9.1.12 A–C, F, J, K	
Key Vocabulary	Academic/Concept Vocabulary Perspective Interpretation Meaning Relationships Visual symbolism Audience Emotion Power Space Intentionality Composition Revision Artificial Intelligence (AI) Prompt Reflection	Literary Terms Mise-en-scène Blocking Head Room Lead Room Foreground Middle Ground Background Frame Within a Frame Symmetry Visual Balance Depth Rule of Thirds Anchor Frame Shot Composition
Materials/ Resources	Fine art Director case studies Pixar short films Mentor media Canva and district-approved digital filmmaking and editing tools	

Unit 3 Learn to Move	
Time Frame	Two weeks
Student Learning	The student will: ● Analyze how camera movement, subject movement, and stillness shape story, emotion, time, and space.

Outcomes	● Distinguish among common camera movements and explain the visual and emotional effects of each. ● Evaluate how filmmakers use motivated movement, blocking, and visual rhythm to guide audience attention. ● Apply purposeful camera and subject movement to create tension, energy, curiosity, or emotional change. ● Maintain intentional framing, composition, and screen direction while filming movement. ● Create an original visual narrative that integrates movement with skills developed in previous units. ● Reflect on movement choices and explain how AI supported brainstorming and analysis without replacing creative judgment.
Essential Questions	● **How does movement shape a story and influence an audience's emotions?**
Content	● Camera movement and subject movement ● Movement as a storytelling choice ● Pan and tilt ● Dolly, push-in, and pull-back ● Tracking shots ● Zoom and its distinction from physical camera movement ● Static shots and purposeful stillness ● Handheld camera movement ● Motivated movement ● Blocking and actor movement ● Screen direction ● Continuity of movement ● Reveals ● Visual rhythm and pacing ● Movement used to create tension, energy, curiosity, and emotional change ● Ethical AI use in movement planning and analysis
Assessments	Routine Studio Assessments ● Daily Studio Journals ● Observation Notebooks ● Mentor Media Analysis ● Composition Challenge ● Peer Critiques ● Instructor Conferences ● Mini Frame Captures Performance Assessment ● Signature Assessment:.One Scene. Endless Motion.

<table>
<tr><td></td><td colspan="2">

- Creative Process Reflection

</td></tr>
<tr><td>Standards</td><td colspan="2">

Priority Standards

- CC.1.2.11-12 A, B, F, G, I
- CC.1.3.11-12 A–K
- CC.1.4.11-12 A–F, M–R, S–X
- CC.1.5.11-12 A–G

Supporting Standards

- 9.1.12 A–C, F, J, K

</td></tr>
<tr><td>Key Vocabulary</td><td>Academic/Concept Vocabulary
Motion
Time
Rhythm
Emotion
Tension
Energy
Relationships
Pace
Curiosity
Change
Motivation
Continuity
Audience
Intentionality
Reflection</td><td>Literary Terms
Pan
Tilt
Dolly
Push-In
Pull-Back
Tracking Shot
Zoom
Static Shot
Handheld
Motivated Movement
Blocking
Screen Direction
Continuity of Movement
Reveal
Visual Rhythm
Long Take
Anchor Frame</td></tr>
<tr><td>Materials/ Resources</td><td colspan="2">Pixar short films
Director case studies
Behind-the-scenes clips
Mentor media
Canva and district-approved digital filmmaking and editing tools</td></tr>
</table>

Unit 4 Learn to Edit	
Time Frame	Two weeks
Student Learning Outcomes	The student will: ● Analyze how editing shapes an audience's experience of time, space, emotion, relationships, and meaning. ● Identify and distinguish among common editing techniques and explain the purpose and effect of each. ● Evaluate how shot order, duration, pacing, rhythm, and transitions influence audience expectations and interpretation. ● Apply continuity-editing principles to establish clear spatial and narrative relationships. ● Experiment with sequencing and pacing to create distinct emotional experiences from the same footage. ● Integrate composition, framing, mise-en-scène, and movement into purposeful edited sequences. ● Reflect on editing decisions and explain how AI supported brainstorming, comparison, and revision without replacing creative judgment.
Essential Questions	● How does editing shape time, meaning, and emotion?
Content	● Editing as an intentional storytelling process ● Relationship between shots ● Time compression and expansion ● Flashback ● Parallel editing ● Ellipsis ● Pacing and shot duration ● Rhythm, beat, and pause ● Montage and sequencing ● Reaction shots ● Cutaways and insert shots ● Holding a shot ● Continuity editing ● The 180-degree rule ● Eyeline match ● Match on action ● Screen direction ● Straight cuts, jump cuts, match cuts, and smash cuts ● J-cuts and L-cuts ● Fades, dissolves, and wipes

<table>
<tr><td></td><td colspan="2">

- Ethical AI use in editing analysis, planning, and reflection

</td></tr>
<tr><td>Assessments</td><td colspan="2">

Routine Studio Assessments

- Daily Studio Journals
- Observation Notebooks
- Mentor Media Analysis
- Composition challenge
- Peer Critiques
- Instructor Conferences

Performance Assessment

- Signature Assessment: Three Edits. Three Stories.
- Creative Process Reflection
- Midsemester Studio Screening and Audience Feedback

</td></tr>
<tr><td>Standards</td><td colspan="2">

Priority Standards

- CC.1.2.11-12 A–G, I
- CC.1.3.11-12 A–K
- CC.1.4.11-12 A–F, M–R, S–X
- CC.1.5.11-12 A–G

Supporting Standards

- 9.1.12 A–C, F, J, K

</td></tr>
<tr><td>Key Vocabulary</td><td>

Academic/Concept Vocabulary

Time
Memory
Rhythm
Expectation
Surprise
Emotion
Continuity
Perspective
Meaning
Cause and Effect
Sequence
Pacing
Duration
Interpretation
Revision

</td><td>

Literary Terms

Continuity Editing
Montage
Parallel Editing
Ellipsis
Flashback
Reaction Shot
Cutaway
Insert Shot
180-Degree Rule
Eyeline Match
Match on Action
Screen Direction
Straight Cut
Jump Cut
Match Cut

</td></tr>
</table>

		Smash Cut J-Cut L-Cut Fade Dissolve Wipe Kuleshov Effect
Materials/ Resources	Director case studies Editing sequences and montage analysis Behind-the-scenes editing demonstrations Mentor media Canva and district-approved digital filmmaking and editing tools	

Unit 5 Learn to Hear	
Time Frame	Two weeks
Student Learning Outcomes	● Analyze how sound shapes audience expectations, emotional response, and interpretation before and during visual storytelling. ● Distinguish among dialogue, music, ambient sound, Foley, silence, narration, and sound effects, explaining how each contributes to meaning. ● Evaluate how filmmakers intentionally combine sound and image to strengthen character, mood, tension, pacing, and theme. ● Apply purposeful sound design to create emotional experiences that support or intentionally challenge visual storytelling. ● Integrate composition, framing, movement, editing, and sound into cohesive cinematic sequences. ● Assess audience responses to sound design and revise creative work based on feedback. ● Reflect on artistic decisions and explain how AI supported brainstorming, experimentation, and revision without replacing creative judgment.
Essential Questions	● How does sound shape what an audience feels, believes, and remembers?

<table>
<tr><td>Content</td><td colspan="2">

Sound as storytelling
Diegetic and non-diegetic sound
Dialogue
Voice-over and narration
Film score
Soundtrack
Ambient sound
Foley
Sound effects
Silence as a storytelling device
Audio transitions
Sound bridges
Emotional pacing through sound
Synchronization of sound and image
Audience expectation and perception
Ethical AI use in sound design, brainstorming, and reflection

</td></tr>
<tr><td>Assessments</td><td colspan="2">Routine Studio Assessments

Daily Studio Journals
Observation Notebooks
Mentor Media Analysis
Composition Challenges
Peer Critiques
Instructor Conferences
Audience Response Card

Performance Assessment

Signature Assessment: Hear Before You See
Creative Process Reflection

</td></tr>
<tr><td>Standards</td><td colspan="2">Priority Standards

CC.1.2.11-12 A–G, I
CC.1.3.11-12 A–K
CC.1.4.11-12 A–F, M–R, S–X
CC.1.5.11-12 A–G

Supporting Standards

9.1.12 A–C, F, J, K

</td></tr>
<tr><td>Key Vocabulary</td><td>Academic/Concept Vocabulary
Sound Design
Expectation</td><td>Literary Terms
Diegetic Sound
Non-Diegetic Sound</td></tr>
</table>

Revised 2026

	Emotion Memory Mood Atmosphere Interpretation Audience Perception Revision Synchronization Rhythm Artificial Intelligence (AI) Reflection Creative Intent	Dialogue Voice-over Narration Film Score Soundtrack Ambient Sound Foley Sound Effect Silence Sound Bridge Audio Transition Motif Leitmotif Anchor Frame
Materials/ Resources	Sound design case studies Film score and soundtrack analysis Foley, dialogue, and ambient sound demonstrations Mentor media Canva and district-approved digital filmmaking and editing tool	

Unit 6 Tell Stories	
Time Frame	Two weeks
Student Learning Outcomes	● Analyze how filmmakers develop character, conflict, structure, theme, and emotional truth through visual storytelling. ● Evaluate how narrative choices shape audience empathy, interpretation, and meaning. ● Apply principles of screenwriting and story structure to create an original short film centered on a meaningful human experience. ● Integrate composition, framing, movement, editing, sound, and performance into a cohesive cinematic narrative. ● Revise original work using peer, instructor, and audience feedback to strengthen clarity, emotional impact, and artistic intent.

	• Reflect on storytelling choices and explain how AI supported brainstorming, revision, and creative exploration without replacing original voice.
Essential Questions	• **How do filmmakers transform ordinary moments into meaningful stories?**
Content	• Story structure • Character development • Conflict • Change and transformation • Theme • Emotional truth • Wonder Questions • Screenwriting fundamentals • Scene construction • Dialogue • Visual storytelling • Narrative pacing • Revision as storytelling • Audience empathy • Ethical AI use in brainstorming, outlining, and revision
Assessments	Routine Studio Assessments • Daily Studio Journals • Observation Notebooks • Mentor Media Analysis • Composition Challenges • Peer Critiques • Instructor Conferences • Mini Frame Captures • Studio Screenings Performance Assessment • Signature Assessment: Small Story. Big Meaning • Creative Process Reflection
Standards	Priority Standards • CC.1.2.11-12 A–G, I • CC.1.3.11-12 A–K • CC.1.4.11-12 A–F, M–R, S–X

	● CC.1.5.11-12 A–G Supporting Standards ● 9.1.12 A–C, F, J, K	
Key Vocabulary	Academic/Concept Vocabulary Character Conflict Theme Transformation Empathy Narrative Perspective Meaning Audience Revision Story Structure Voice Artificial Intelligence (AI) Reflection Wonder Question	Literary Terms Protagonist Antagonist Inciting Incident Rising Action Turning Point Climax Resolution Scene Sequence Visual Metaphor Subtext Dialogue Beat Theme Anchor Frame
Materials/ Resources	Screenplays and screenplay excerpts Narrative structure and storytelling case studies Short films and mentor media Director interviews and screenplay analysis Canva and district-approved digital filmmaking and editing tools	

Unit 7 Direct	
Time Frame	Two weeks
Student Learning Outcomes	● Analyze how directors unify performance, cinematography, movement, editing, sound, and production design into a cohesive artistic vision. ● Evaluate multiple interpretations of the same screenplay by examining how directing choices influence audience understanding and emotional response. ● Apply leadership, collaboration, and communication skills throughout the filmmaking process.

	• Direct actors and production teams to communicate a clear artistic vision while remaining open to creative collaboration and revision. • Justify directing decisions using evidence from mentor media, screenplay analysis, and audience feedback. • Reflect on leadership, collaboration, and creative decision-making, explaining how AI supported planning and problem-solving without replacing artistic judgment.
Essential Questions	• How do directors transform individual artistic choices into one unified vision?
Content	• The role of the director • Directing as interpretation • Artistic vision • Leadership and collaboration • Working with actors • Blocking and staging • Communicating visual intention • Script analysis • Storyboarding and shot planning • Director's Packet • Production planning • Collaboration and revision • Audience interpretation • Ethical AI use in pre-production, planning, and reflection
Assessments	Routine Studio Assessments • Daily Studio Journals • Observation Notebooks • Mentor Media Analysis • Peer Critiques • Instructor Conferences • Studio Screenings • Director's Packet Checkpoints Performance Assessment • Signature Assessment: One Script. Infinite Visions. • Creative Process Reflection
Standards	Priority Standards • CC.1.2.11-12 A–G, I

	● CC.1.3.11-12 A–K ● CC.1.4.11-12 A–F, M–R, S–X ● CC.1.5.11-12 A–G Supporting Standards ● 9.1.12 A–C, F, J, K	
Key Vocabulary	Academic/Concept Vocabulary Leadership Collaboration Interpretation Artistic Vision Communication Decision-Making Planning Revision Audience Performance Creative Process Artificial Intelligence (AI) Reflection Production Feedback	Literary Terms Director Director's Packet Vision Statement Blocking Staging Shot List Storyboard Coverage Performance Direction Casting Production Schedule Script Analysis Anchor Frame Mise-en-scène Visual Style
Materials/ Resources	Director case studies Behind-the-scenes production features Script-to-screen comparisons Mentor media Canva and district-approved digital filmmaking and editing tools	

Unit 8 Become a Filmmaker	
Time Frame	Four weeks
Student Learning Outcomes	● Design, write, produce, direct, edit, and publish an original short film from concept through exhibition. ● Synthesize cinematic techniques from previous units into a unified artistic vision. ● Develop an original screenplay that explores a meaningful human question through character, conflict, and theme.

	• Collaborate effectively throughout pre-production, production, and post-production while demonstrating leadership, flexibility, and professionalism. • Evaluate and revise creative work through conferences, peer critiques, screenings, and audience feedback. • Curate a professional Digital Filmmaker Portfolio documenting artistic growth throughout the semester. • Reflect on the creative process, explaining how AI supported brainstorming, planning, revision, and production without replacing original artistic voice.	
Essential Questions	• How do filmmakers use every artistic choice to tell stories that matter?	
Content	• How do filmmakers use every artistic choice to tell stories that matter?	
Assessments	Routine Studio Assessments • Daily Studio Journals • Production Checkpoints • Instructor Conferences • Peer Critiques • Studio Screenings • Director's Packet Reviews • Portfolio Checkpoints Performance Assessment • Signature Assessment:.One Film. One Voice. • Creative Process Reflection • Digital Filmmaker Portfolio • Danville Film Festival Showcase	
Standards	Priority Standards • CC.1.2.11-12 A–G, I • CC.1.3.11-12 A–K • CC.1.4.11-12 A–F, M–R, S–X • CC.1.5.11-12 A–G Supporting Standards • 9.1.12 A–C, F, J, K	
Key Vocabulary	Academic/Concept Vocabulary • Original screenwriting • Wonder Questions	Literary Terms Screenplay Storyboard Director's Packet Production

	• Story development • Character • Theme • Screenplay formatting • Storyboarding • Director's Packet • Production planning • Cinematography • Mise-en-scène • Camera movement • Editing • Sound design • Collaboration • Revision • Portfolio curation • Festival presentation • Audience engagement • Reflection • Ethical AI integration throughout the filmmaking process	Post-production Rough Cut Fine Cut Color Correction Sound Mix Credits Premiere Festival Visual Motif Anchor Frame Auteur
Materials/ Resources	Original student screenplays Storyboards and production materials Production planning resources Professional short films and festival selections Mentor media Canva and district-approved digital filmmaking and editing tools	

Danville Area School District
Course Overview and Scope and Sequence

Course Title: Film Studies
Content Area: English
Grade Level: 11-12
Date Developed: July-August, 2026
Date Updated: N/A
Board Approval Date: October 14, 2026

COURSE OVERVIEW: Film Studies is an honors-level English course designed for students in grades 11–12 who want to explore filmmaking as both an artistic practice and a deliberate craft. Students will analyze film as carefully constructed text while learning how composition, movement, editing, sound, performance, and directing communicate meaning. Through observation, analysis, experimentation, collaboration, production, revision, and reflection, students will develop visual literacy alongside traditional literacy to create original films for authentic audiences. The course culminates in a digital filmmaker portfolio and public film festival showcasing student work.
Instruction follows a recurring Studio Cycle
Observe↦Analyze↦Imagine↦Plan↦Storyboard↦Produce↦Edit↦Workshop↦Conference↦Revise↦Publish↦Reflect

ANCHOR STANDARDS: **Pennsylvania Academic Standards for English Language Arts (Grades 11-12)** **and** **Pennsylvania Academic Standards for Arts and Humanities (Grade 12; Visual arts focus)**

KEY COURSE TEXT AND MATERIALS:
Ascher & Pincus: *The Filmmaker's Handbook*
Monaco: *How to Read a Film*
Sikov: *Film Studies*
Snyder: *Save the Cat*!
IMDb Screenplays
Script Slug Screenplays
Pixar short films

Selected film excerpts
KEY ASSESSMENTS: **Routine assessments** Daily studio journals Observation notebooks Mentor media analysis Composition challenge Peer critiques Instructor conferences Mini frame capture **Performance assessments** Signature film projects vary by unit (detailed in the units below) Creative process reflection **Capstone** Digital Filmmaker's Portfolio Danville Film Festival Showcase

SCOPE AND SEQUENCE					
Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Unit 0 - Welcome Guiding question Why do creators have responsibilities to themselves, their audiences, and one another?	CC.1.4.11-12 A Informational reading CC.1.4.11-12: M - R Narrative writing CC.1.5.11-12: A, B, D, G Speaking and listening		Kahoot and quizlet Quiz Mini project: Write a letter to future-filmmaker -self to be sealed until the end of the semester.	Plagiarism slides Policies and procedures Studio journals Syllabus	2 days
Unit 1 -Learn to See Guiding question	CC.1.2.11-12 A,B, F, G, I Informational reading and	9.1.12.A-C, F, J, K Production and performance visual art focus only	**Routine assessments** **Signature**	Selected mentor photography and visual art Silent films and	2 Weeks

How do filmmakers guide our attention?	analysis CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening		**assessment** Ten Frames. One Story. Creative process reflection	visual storytelling Commercials and mentor media *Pixar* Shorts Canva and district-approved digital filmmaking and editing tools	
Unit 2 - Learn to Frame Guiding question How does every filmmaking choice shape meaning?	CC.1.2.11-12 A,B, F, G, I Informational reading and analysis CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative,	9.1.12.A-C, F, J, K Production and performance visual art focus only	**Routine assessments** **Signature assessment** One Minute: One Meaning Creative process reflection	Fine art Director case studies Pixar Mentor media Canva and district-approved digital filmmaking and editing tools	2 Weeks

	informational, research C.C1.5.11-12. A-G Speaking and listening				
Unit 3 - Learn to Move **Guiding question** How does movement shape a story and influence an audience's emotions?	CC.1.2.11-12 A,B, F, G, I Informational reading and analysis CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening	9.1.12.A-C, F, J, K Production and performance visual art focus only	**Routine assessments** **Signature assessment** One Scene. Endless Motion. Creative process reflection	*Pixar* Director case studies Behind-the-scenes clips Mentor media Canva and district-approved digital filmmaking and editing tools	2 Weeks
Unit 4 - Learn to Edit Guiding question How does editing	CC.1.2.11-12 A - G, I Informational reading and analysis	9.1.12.A-C, F, J, K Production and performance visual art focus only	**Routine assessments** **Signature assessment**	Director case studies	2 Weeks

shape time, meaning, and emotion?	CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening		Three Edits. Three Stories. Creative process reflection	Editing sequences and montage analysis Behind-the-scenes editing demonstrations Mentor media Canva and district-approved digital filmmaking and editing tools	
Unit 5- Learn to Hear Guiding question How does sound shape what an audience feels, believes, and remembers?	9.1.12.A-C, F, J, K Production and performance visual art focus only CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research	CC.1.2.11-12 A - G, I Informational reading and analysis	**Routine assessments** **Signature assessment** Hear Before You See Creative process reflection Audience response card	Sound design case studies Film score and soundtrack analysis Foley, dialogue, and ambient sound demonstrations Mentor media Canva and district-approved digital filmmaking and editing tools	2 weeks

	C.C1.5.11-12. A-G Speaking and listening				
Unit 6 - Tell Stories Guiding question How do filmmakers transform ordinary moments into meaningful stories?	9.1.12.A-C, F, J, K Production and performance visual art focus only CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening	CC.1.2.11-12 A - G, I Informational reading and analysis	**Routine assessments** **Signature assessment** Small Story. Big Meaning Creative process reflection	Screenplays and screenplay excerpts Narrative structure and storytelling case studies Short films and mentor media Director interviews and screenplay analysis Canva and district-approved digital filmmaking and editing tools	2 weeks
Unit 7 - Direct Guiding question How do directors transform individual artistic choices into one unified vision?	9.1.12.A-C, F, J, K Production and performance visual art focus only CC.1.3.11-12. A-K with a focus on visual media instead of	CC.1.2.11-12 A - G, I Informational reading and analysis	**Routine assessments** **Signature assessment** One Script. Infinite Visions. Creative process	Director case studies Behind-the-scenes production features Script-to-screen comparisons Mentor media Canva and district-approved	2 weeks

	traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening		reflection	digital filmmaking and editing tools	
Unit 8 - Becoming a Filmmaker Guiding question How do filmmakers use every artistic choice to tell stories that matter?	9.1.12.A-C, F, J, K Production and performance visual art focus only CC.1.3.11-12. A-K with a focus on visual media instead of traditional text Reading literature CC.1.4.11-12.A-F & M-R & S-X Writing narrative, informational, research C.C1.5.11-12. A-G Speaking and listening	CC.1.2.11-12 A - G, I Informational reading and analysis	**Routine assessments** **Signature assessment** One Film. One Voice. Creative process reflection	Original student screenplays, storyboards, and production materials Production planning resources Professional short films and festival selections Mentor media Canva and district-approved digital filmmaking and editing tools	4 weeks