Unit 1 Film History/Script and Story Basics Copied from: Art of the Film, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

ART OF FILM, 10-12

UNIT 1 FILM HISTORY/SCRIPT AND STORY BASICS

Belleville Board of Education

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Unit Overview

Upon completion of this section, students will be able to contextualize how film emerges from stages and written drama. Students will identify core elements of the cinematic journey and the movie hero. Students will begin to understand how to "read" films in terms of the three-act structure and the narrative arc of the hero's journey.

Unit Overview:

- **E**xplain how screenplay format serves the purpose of visual writing
- Students will begin a semester-long attempt to "read" a film while tracing broader themes underscoring the hero's journey and the 3 act structure
- Key elements of loglines, 3 act structure, dialogue and storytelling conventions that provide the framework for modern cinema
- Students will be able to explain how screenplay format serves the purpose of visual writing as well as trace themes and character arcs

Enduring Understanding

Enduring understandings:

- Identify core elements of the cinematic journey and the movie hero
- Understand how to "read" films in term of the three-act structure and the narrative arc of the hero's journey
- Contextualize how film emerges from stages and written drama
- Begin to cultivate the ability to "read' films, with focus on developing critical abilities to trace themes and charcter ars amid the increasing complexity of narratives over time

Essential Questions

Essential Questions:

- What does it mean to be a "hero"? What is the "the hero's journey," and why is it essential to cinematic storytelling?
- Where do movies come from ? And how do motion pictures fit into the broader tradition of staged and written drama?

Exit Skills

Exit Skills that the students should have acquired by the end of this Unit:

- Identify elements three-act structure, dialogue, screenwriting technique
- Recognize the characteristis of the cinematic "hero."
- Analyze the themes in cinematic productions that relate to the hero's journey
- Transcribe film scripts
- Demonstrate mastery of screenwriting format

New Jersey Student Learning Standards (NJSLS-S)

LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
LA.RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms

	speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.W.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 aiding comprehension.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
LA.SL.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.
LA.SL.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.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Interdisciplinary Connections

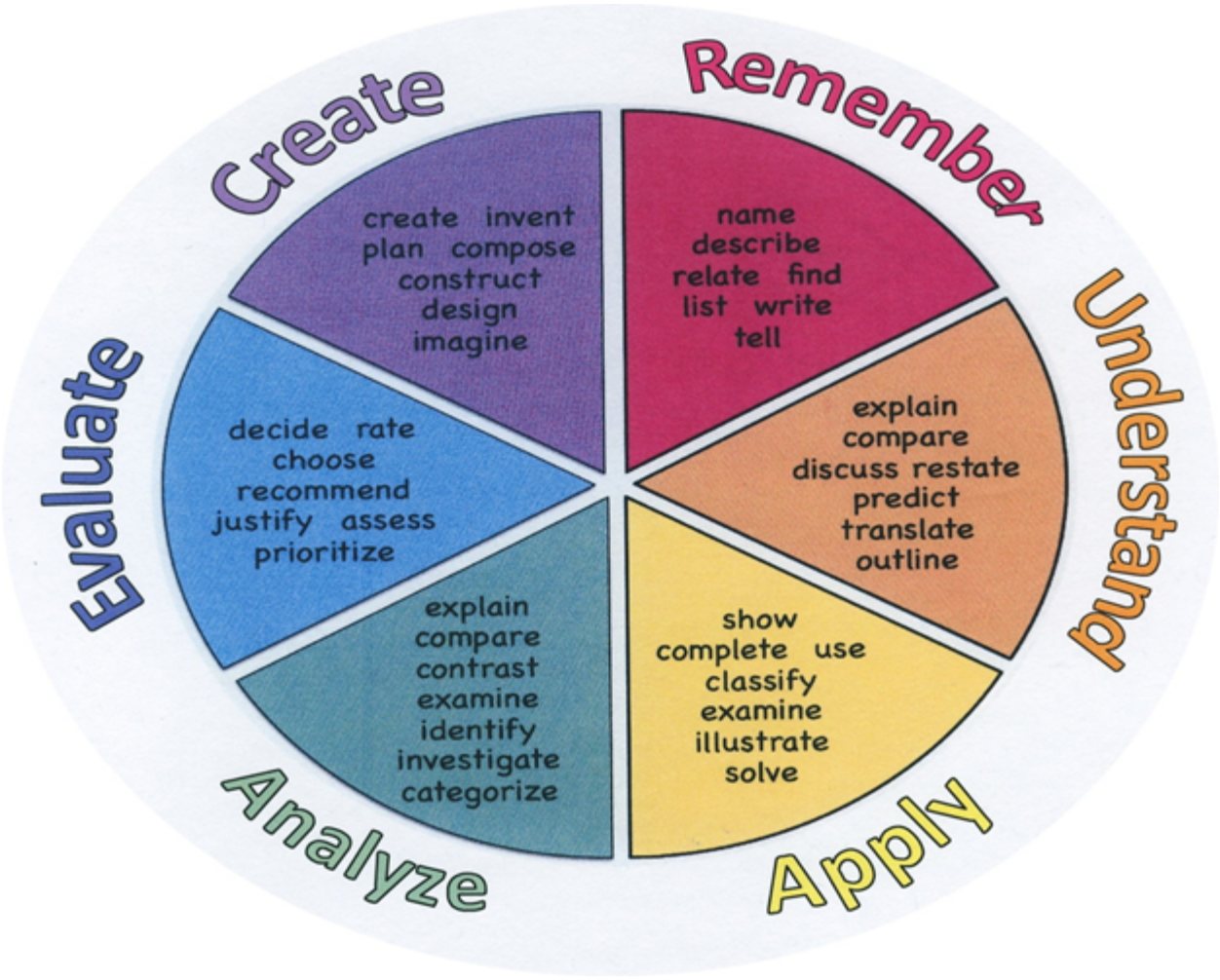
i.e. -History: Trace the content/techniques of a specific film to the political and social events of the time period. How does film reflect the attitudes and economic conditions of the time?

CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

Learning Objectives

- Explain how screenplay format serves the purpose of visual writing, and be able to distinguish "good" dialogue from dialogue that is "on the nose"
- Apply understanding of how the hero's journey conforms to the traditional three-act structure
- Analyze broader themes underscoring the hero's journey
- Transcribe film scripts for excerpts demonstrating mastery of proper screenwriting format
- Recall and identify key historical predecessors, technological innovations, and storytelling conventions that provide the framework for modern cinema
- Explain how motion pictures emerge from broader tradition of staged and written drama through the leverage of new recording technologies of the 19th and 20th centuries
- Apply knowledge of dramatic history in order to deepen understanding of how narrative complexity and recorded drama evolves over time

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

Guidelines for Suggested Activities:

Student Centered Learning: Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the theme being discussed.

Use of Rubrics: After discussing an assignment on screenwriting, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountability for the assignment.

Starting classes with a "Do Now" activity: Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

Allowing students to choose their own projects: Having a vairety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

Brainstorming: This helps in the writing process because it will allow the student to know if they are

grasping the topic.

Jigsaw: Students will work in groups on advanced questions related to dramatic history and then teach the other groups their findings.

Assessment Evidence - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU) techniques used during the lesson and/or for Closure (Madeline Hunter):

- **Quizzes** on screenplay format (summative assessment)
- **Unit tests** on key elements of loglines, 3 act structure, dialogue and storytelling conventions (summative assessment)
- **Journal** on the meaning of the "Hero's journey" (formative assessment)
- **Anticipation Guide** (formative assessment)
- **Learning Center Activities** (formative assessment)
- Presentation (alternative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Chromebooks

Film: Toy Story (full length)

Transcribed 1-2 page film scripts (using CeltX)

Toy Story tracking sheet

Unit teacher prepared Prezis.

Ancillary Resources

Teacher created work packets

Teacher created Prezis and worksheets

Technology Infusion

Office 365

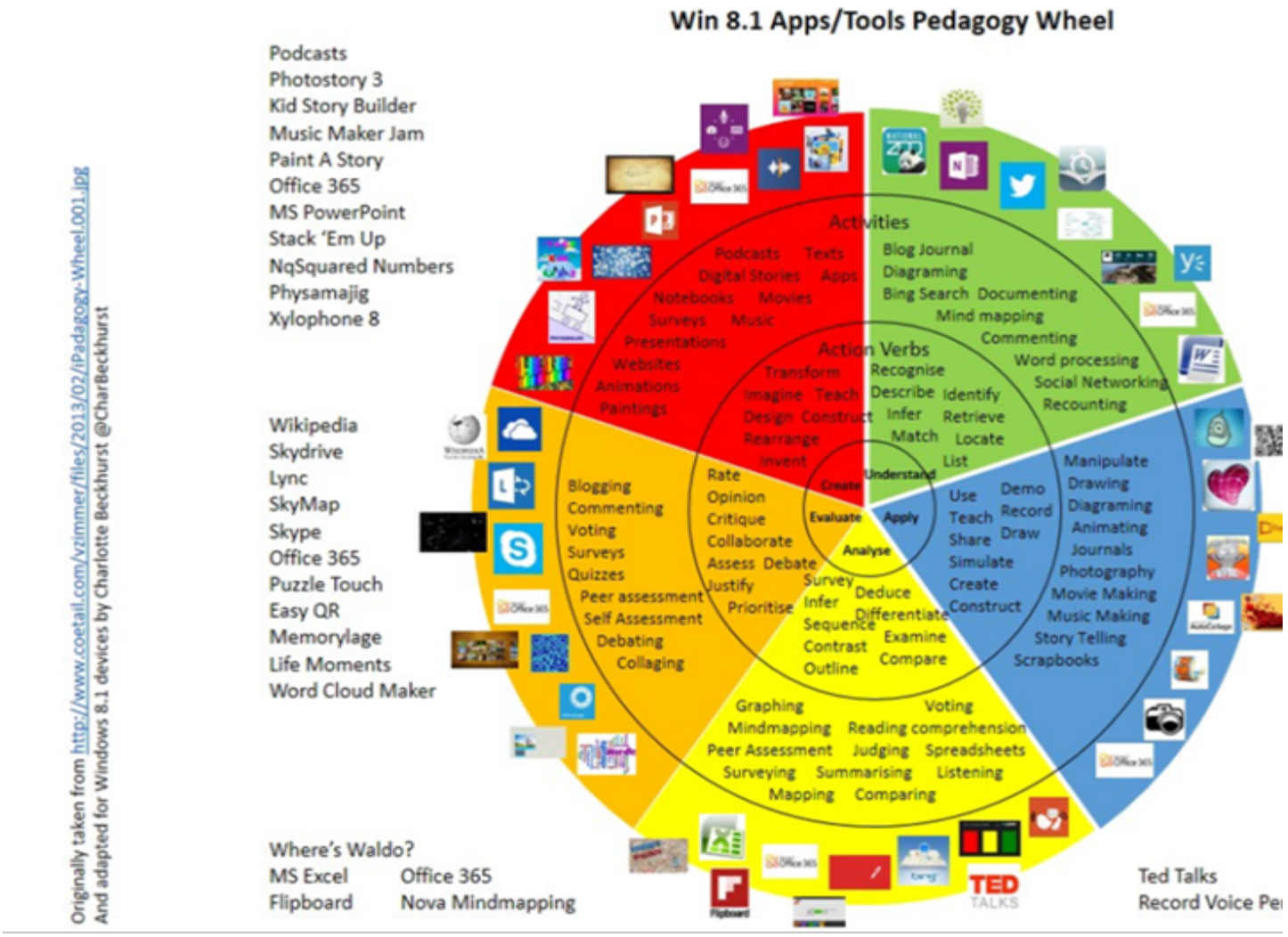
MS PowerPoint - Create a presentation on core elements of the cinematic journey and the movie hero

Prezi

Windows Media for viewing Toy Story

Film (Netflix, Prime Video, etc.)

Scriptwriting Software for Scriptwriting activity



Alignment to 21st Century Skills & Technology

21st Century Skills & Technology and their Alignment to the core content areas: i

- English Language Arts;
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology
- Visual and Performing Arts.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated into this unit:

- Communication and Collaboration
- Information literacy
- Media Literacy
- ICT literacy
- Life and Career Skills
- Creativity and Innovation practicing skills of scriptwriting
- Critical thinking and Problem Solving used while identifying elements of the hero's journey

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit.

Global Awareness

Financial, Economic, Business and Entreprenueurial Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Student(s) work with assigned partner
- Visual presentation - Show Matthew Winkler Ted Talk on What Makes a Hero
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Choice boards
- Games and tournaments
- Group investigations - Cooperative work groups to create a presentation on core elements of the cinematic journey and the movie hero
- Guided Reading
- Leveled rubrics
- Multiple intelligence options

- Stations/centers

Lo-Prep Differentiations

- Flexible grouping
- Goal setting with students to create a timeline for presentation due dates
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Special Education Learning adaptations that will be employed in the unit:

- Provide modifications as dictated in the student's IEp/504 plan
- Center - Based Instruction
- Additional time for skill mastery - Small group instruction and extended due dates for projects and other assignments.
- Highlighted text visual presentation - Distribute companion worksheets for Prezi presentations

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation

- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in the unit, using the ones identified below.

- tutoring by peers - Assign an English language "buddy" to student for assistance.
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing students to correct errors (looking for understanding)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Intervention Strategies that will be employed in the unit:

- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning - Students can choose among a variety of project options
- modifying tests to reflect selected objectives
- using true/false, matching, or fill in the blank tests in lieu of essay tests

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Talented and Gifted adaptations that will be employed in the unit:

- Allow students to work at a faster pace
- Utilize project-based learning for greater depth of knowledge - Students can assume independent project topics/types
- Utilize exploratory connections to higher-grade concepts - Assign additional reading and research to enhance depth of topic.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Film History/Script and Story Basics

Essential Questions:

- What does it mean to be a "hero"? What is the "the hero's journey," and why is it essential to cinematic storytelling?
- Where do movies come from ? And how do motion pictures fit into the broader tradition of staged and written drama?

NJSLS:

Interdisciplinary Connection: English/history/sociology

Statement of Objective: To appreciate variations of the herioc journey in different film genres, and predict future manifestations of the herioc archetype

Anticipatory Set/Do Now: What are the qualities of a hero? Brainstorm a list of heroes,

Learning Activity: Watch the 4 minute Tedtalk by Matthew Winkler "What Makes a Hero?" Invite students to define the difference between a hero and a celebrity. Provide students with the "Hero or Celebrity" handout and a list of public

figures. Have them work in groups to determine which one is a hero, and which is a celebrity. Choose one member of the group to be a "School Celebrity for a Day." Together, they will then come up with five marketing strategies to promote their "celebrity."

Student Assessment/CFU's: Discussion/brainstorming/collaboration

Materials: "Hero or Celebrity" handouts

21st Century Themes and Skills: Critical thinking/problem solving, media literacy

Differentiation/Modifications:

- Small group assignments
- Pairing oral instruction with visuals
- Repeat directions
- Rephrase written directions
- Student(s) work with assigned partner
- Visual presentation

Integration of Technology:

Smart TVs

Chromebooks

TedTalk Matthew Winkler "What Makes a Hero?" https://www.ted.com/talks/matthew_winkler_what_makes_a_hero