

# Unit 01: Media Literacy/Film History and Theory

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Media Literacy/Film History and Theory

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### Learning Objectives

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- Classify visual arts jobs are similar to and different from other arts careers.
- Discussion and scheduling of this marking period trip and Master Class
- Introduction to the Portfolio process throughout the year
- Investigate - in addition to their own film ideas for this year - the potential to work together in groups on community based film projects we can do as a department.
- Recognize and understand the expectations of their art, the department and the school regarding professionalism and how they can set an example for other artists in their environment.
- Recognize how the field of visual arts has evolved to its current state. What inferences can you draw about the evolution of jobs in this field that were created based on what you know about history since the industrial age?
- Recognize the availability and registration process for the Stockton Dual Credit Program.
- Specify different careers in the industry and explain what skills are needed for each.
- The GENRE CHOICE SPREADSHEET will be described and presented.
- Understand classroom rules and film content guides and additional genre based learning elements introduced.

### Standards

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MA.9-12.1.2.12adv.Cr1a	Fluently integrate generative methods, aesthetic principles and innovative thinking to form original ideas and solutions.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
MA.9-12.1.2.12adv.Cr2a	Fluently integrate a sophisticated personal aesthetic for media arts productions.
MA.9-12.1.2.12adv.Cr3a	Synthesize ideas with content, processes and components to express compelling purpose,

	demonstrating mastery of media arts principles such as hybridization.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## **Instructional Tasks/Activities**

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- Artists will begin investigating types of films they might attack this year in discussion format - with the structure of the genre based model presented to the class,
- Artists will begin to set up their Portfolios for contribution throughout the year.
- Artists will investigate and decide if the dual credit program is right for them at this time.
- Artists will participate in a Q&A about rules, regulations, expectations in the department and the school.
- Artists will present their ideas for community projects to the class.
- Artists will then analyze their ideas by presenting them and sharing with class. They will then constructively critique each other's ideas and generate ideas about how they are similar or different.
- As homework, artists will investigate community based films we can do as a department in small groups.

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, teacher observation, class projects including essays and power points, tests/quizzes
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Quiz grade based on homework – ideas for community based film projects we can do as a department
- Rubric
- Teacher Collected Data

- Test
- Weekly Work Ethic grade
- Worksheet

## **Recommended Technology Activities**

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- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)

- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)