

# Unit 09: 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

## Unit 9: Media Literacy/Film History and Theory

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### Learning Objectives

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- AWBAT be instructed how to organize a production schedule for upcoming projects.
- AWBAT compare and contrast the styles of independent American film directors.
- AWBAT comprehend character development through a feature film
- AWBAT discern which film festivals will be best for them to enter their work this year.
- AWBAT dissect the field of film criticism in a writing to learn exercise.
- AWBAT experiment with and improve the department task of filming showcases for the school.
- AWBAT identify the importance of owning physical media over the ability to stream content
- AWBAT organize the community relations film projects investigated in MP1
- AWBAT write a coherent, and media saavy essay, critiquing, the film across a variety of focuses
- Discussion and scheduling of this marking period trip and Master Class

### 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.
MA.9-12.1.2.12adv.Cr1b	Fluently integrate a sophisticated personal aesthetic for media arts productions.
MA.9-12.1.2.12adv.Cr1c	Knowledge of systems, prototypes and production processes with consideration of complex constraints of goals, time, resources, and personal limitations.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

## **Instructional Tasks/Activities**

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- Artists will - for homework - choose a director and present his work with a written essay the next day in class to the class.
- Artists will assemble a production schedule based on festival deadlines and the school calendar.
- Artists will collate previously collected ideas and work in groups to begin pre-production on community based film projects.
- Artists will look at different forms of film criticism and what it means to write about film as a job.
- Artists will participate in guided discussion over topics and themes from the motion picture
- Artists will present suggested improvements for showcase filming within the school.
- Artists will read an article on the impacts of streaming on physical media
- Artists will research film festivals and report to the class which they think are best for us to enter.
- Artists will view pieces of the work of American Independent Film directors and answer questions about camera style, written form, content and mise en sine [production design] of these directors.
- Artists will view the selected film, analyze, and take notes during their viewing
- Artists will write a 5-paragraph SOF Form using the film viewed as a basis

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Q&A discussion
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Weekly work ethic

- Worksheet
- Written essay for homework on the style of a director - graded with an oral presentation rubric
- Written piece of film criticism - graded as an English paper would be graded

## **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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- DVD: "A Decade under the influence".
- Internet sites provided by the teacher including but not limited to [www.IMDB.com](http://www.IMDB.com)