

Unit 1: 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

Learning Objectives

- Announcement: each student will need a hard cover sketchbook / journal as DP book by next week.
- Classify different genres in film history and explain genre based film plan. The GENRE CHOICE SPREADSHEET will be described and presented.
- Discussion and scheduling of this marking period trip and Master Class
- Experiment with ideas and decide on a topic for their first marking period film based on genres presented.
- Introduction of advanced critical analysis forms we will be using to break down films.
- Introduction to the Portfolio process throughout the year
- Introduction to the Stockton dual credit program and calendar.
- Investigate foreign film history and genres for investigation after an introduction to an overview through video segments shown by instructors.
- Recognize both classroom and school rules plus film content guidelines.

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste

- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

MA.9-12.1.2.12acc.Cr1a	Strategically use generative methods to create multiple ideas and refine artistic goals that increase aesthetic depth.
MA.9-12.1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12acc.Cr1c	Critique plans, prototypes, constraint of resources, and production processes considering purposeful and expressive artistic intention and personal aesthetic.
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.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

- Artist experiment with a decide upon genres based ideas for their first films of the year.
- Artists will begin to set up their Portfolios for contribution throughout the year.
- Artists will investigate different genres from the history of foreign films and begin homework assignment exploring these genres in the media. After handing in homework, Artists will then compare their lists by putting them on the board and sharing with the class. This will be handed in at week end as an outline for a presentation next week.
- Artists will participate in a Q&A discussion after classroom rules, regulations, and content guidelines are presented by teachers.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Homework completion as a quiz grade - listing 5 foreign filmmakers and a paragraph describing their major works.
- Journal / Student Reflection
- Kahoot
- Other named in lesson

- Outline for future presentation based on genres based film ideas.
- Peer Review
- Performance
- Problem Correction
- Project
- Q&A discussion
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Weekly Work Ethic grade
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

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

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

Instruction/Materials

- 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

- 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

Honors Modifications

Resources

- Internet sites provided by the teacher including but not limited to www.IMDB.com
- Looking at Movies, 5 rd ed., Richard Barsam (Chapter 1)
- Teacher presentation of genres from various media sources.