

# 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

## 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 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

### Essential Skills

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- 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

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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.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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 - 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 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 scene [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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- 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**

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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

## **Honors Modifications**

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## **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)