

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

Learning Objectives

- AWBAT complete an SOF essay form on the film watched in class
- AWBAT identify elements of media literacy
- AWBAT identify elements of the Hero's Journey
- AWBAT identify key events in a film by their industry name
- AWBAT list various tools of communication in the digital word
- AWBAT recognize the difference between documentary and narrative filmmaking
- AWBAT to describe various film genres
- Discussion and scheduling of this marking period trip and Master Class

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.9-12.1.2.12prof.Cr1a	Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.
MA.9-12.1.2.12prof.Cr1b	Organize and design artistic ideas for media arts productions.
MA.9-12.1.2.12prof.Cr1c	Critique plans, prototypes and production processes considering purposeful and expressive intent.
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

- Artists will be given a lesson through direct instruction on documentary vs narrative filmmaking. The instructor will call upon samples from the film industry as well as previous films made at Chartertech
- Artists will be given a specific genre that they will further explore in the form of a slideshow presentation
- Artists will be introduced to media literacy. Real world examples will be used to convey how it shapes their lives. Artist will be paired off and given an assignment to investigate elements of media literacy. They will then share their discoveries with the class
- Artists will begin to further explore film genres, and their components through lecture, and video examples
- Artists will complete a study guide along with the viewing of the film
- Artists will complete and SOF essay based on the filmed viewed in class
- Artists will learn about the various tools of communication in their time. The instructor will cover a brief history of communication tools, and how technology has changed. Artist will list as many communication tools they can think of for a class discussion
- Artists will present their genre-based slideshow to the class
- Artists will view a film that exemplifies the Hero's Journey
- Artists will view the motion picture Planes, Trains, and Automobiles

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Classwork/homework, class discussions, weekly participation via 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
- Presentation: Slideshow on film genres
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- 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
- Planes, Trains, and Automobiles
- Teacher presentation of genres from various media sources