Orange Public Schools
Office of Innovation

Exploring Media and Film

"Good to Great"

Exploring Media and Films Curriculum Writers

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Exploring Media and Film Grade: 9

> **Course Description**: This introductory course is designed as a gateway to the Career and Technical Education (CTE) Digital Media and Filmmaking pathway. Students will embark on a comprehensive exploration of film history, delving into the evolution of cinema, key movements, and influential filmmakers. Through analysis and genre identification, students will develop a critical understanding of film as an art form. Additionally, the course will introduce various digital media outlets, including smartphone filmmaking, content creation for social media and the web, and editing techniques to achieve creative coherency. This blend of theoretical knowledge and practical skills will equip students with a solid foundation for advanced studies in our Filmmaking Program.

Scope and Sequence

Timeline	Concepts
Marking Period 1	**Unit 1: Exploration of the History and Art of Filmmaking** (30 class periods, 41 minutes each) **Unit 2: Exploring Social Media and Visual Storytelling** (30 class periods, 41 minutes each)
Marking Period 2	**Unit 3: Exploring Film Language and Practical Filmmaking Skills** (30 class periods, 41 minutes each)

Unit 1	Exploration of the History and Art of Filmmaking	Grade	9

Overview/Rationale

This unit provides a structured approach to exploring film history, analyzing and critiquing films, and recognizing contributions from diverse filmmakers. The activities and resources are designed to engage students and develop their critical thinking and analytical skills.

New Jersey Student Learning Standards:

- 9.3.12.AR.1: Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.4: Analyze the legal and ethical responsibilities required in the arts, audio/visual technology, and communications workplace.
- 9.3.12.AR.6: Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR‑AV.1: Describe the history, terminology, occupations, and value of audio, video, and film technology.
- 9.3.12.AR‑AV.2: Demonstrate the use of basic tools and equipment used in audio, video, and film production.
- 9.3.12.AR‑VIS.1: Describe the history and evolution of the visual arts and its role in and impact on society.
- 9.3.12.AR‑VIS.2: Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR‑PRF.6: Create stage, film, television, or electronic media scripts in a variety of traditional and current formats.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
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- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.1.12.CS.1: Describe ways in which integrated systems hide underlying implementation details to simplify user experiences. **8.1.12.CS.2**: Model interactions between application software, system software, and hardware. **8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints. **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture. **8.2.12.EC.2:** Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. **8.2.12.EC.3:** Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.	- RL.CR.9–10.1.Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. - RL.IT.9–10.3.Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. - SL.PI.9–10.4.Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. - SL.UM.9–10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. - W.AW.9–10.1.Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

	(HS.N.RN) The real number system (HSN.RN.B.3) Use properties of rational and irrational numbers (HSN.Q) Quantities (HSN.Q.A.1, 2,3) Reason quantitatively and use units to solve problems		

21st Century Skills: Check all that apply

X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s) Must begin with How

- How did the transition from silent films to sound films impact the film industry and audience experience?
- How did the Hays Code shape the content and themes of Hollywood films?
- How can we critically analyze the various elements of a film to understand its deeper meanings?
- How has traditional Hollywood cinema influenced contemporary filmmaking practices and societal norms?
- How have African American, Latino, and Asian filmmakers contributed to and transformed the film industry?
- How do historical and social contexts influence the representation of different cultures in films?

Enduring Understandings

- The evolution from silent films to sound films significantly altered filmmaking's technical and narrative aspects.
- The Hays Code profoundly influenced the moral and thematic content of Hollywood films during its enforcement period.
- Critical analysis of film elements such as mise-en-scène, cinematography, editing, and sound is essential for a deeper understanding of film as an art form.
- Traditional Hollywood cinema has played a crucial role in shaping modern filmmaking and societal perceptions of gender, culture, and morality.
- Filmmakers from diverse backgrounds bring unique perspectives and stories to the film industry, enriching the cultural tapestry of cinema.
- Films reflect their time and place, and understanding their historical and social context enhances our appreciation and critique of them.

Student Learning Targets/Objectives

I Can
- Explain the key differences between silent and sound films and their impact on the audience.
- Describe the origins and main principles of the Hays Code and its effect on Hollywood filmmaking.
- Analyze and critique a film using basic film analysis techniques such as mise-en-scène, cinematography, editing, and sound.
- Identify and discuss the evolution of traditional Hollywood films and their impact on modern cinema.
- Recognize the contributions of African American, Latino, and Asian filmmakers to the film industry.
- Research and present the work and significance of a specific filmmaker from a diverse cultural background.

- Compare and contrast the representation of different cultures and genders in traditional Hollywood films and contemporary cinema.
- Evaluate the social and historical context of a film and its influence on the filmmaker's work and audience perception.
- Discuss the role of censorship and moral guidelines in shaping the content and style of films during the early 20th century.
- Identify key elements of film narrative structure and how they contribute to storytelling in both classic and modern films.
- Reflect on the ways in which personal and cultural identity can influence a filmmaker's work and creative choices.
- Develop and articulate a critical perspective on a film's themes, characters, and stylistic choices.
- Collaborate with peers to analyze and discuss films, fostering a deeper understanding of different viewpoints and interpretations.
- Synthesize information from various sources to create a well-rounded presentation on a filmmaker's contributions and impact on the film industry

Assessments

Pre-Assessments:
- Early Film Knowledge Survey
- Film Analysis Skills Pre-Test

Formative Assessments:
- Reflection Journals
- Group Analysis Presentations
- Film Critique Worksheets
- Exit Tickets

Summative Assessments:
- Mid-Unit Test:
  - Evaluate students' comprehension of early film history, the Hays Code, and basic film analysis techniques.
- Final Test:
  - Assess students' understanding of the entire unit, including representation in traditional Hollywood films and contributions of African American, Latino, and Asian filmmakers.

Authentic Assessments:
- Individual Research and Presentation
- Final Project - Film Analysis and Critique

Teaching and Learning Actions

Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Realia;

	Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.

Activities: Including G/T, SE, and ELL Differentiation	**Week 1: Introduction to Early Film and the Hays Code** Teaching and Learning Actions: Introduce the early history of film (silent films, the transition to sound). Discuss the origins and impact of the Hays Code on Hollywood. Teach students how to watch films critically. Activities: Group Activity:Watch and analyze clips from early silent films and early sound films. Individual Activity:Write a reflection on the differences between silent and sound films and the impact of the Hays Code. **Week 2: Analyzing and Critiquing Films & Introduction to Film Genres** Teaching and Learning Actions: Teach basic film analysis techniques (mise-en-scène, cinematography, editing, sound). Discuss how to critique a film. Introduce different film genres and their characteristics. Activities: Group Activity:Watch a short film and analyze its elements. Individual Activity:Write a critique of the short film using the techniques discussed. Lecture: Overview of various film genres (comedy, drama, horror, etc.). Group Activity: Watch film clips from various genres and discuss genre characteristics. **Week 3: Traditional Hollywood and Representation & Exploring Film Genres** Teaching and Learning Actions: Review the evolution of traditional Hollywood films. Discuss the influence of the Hays Code on modern filmmaking. Discuss gender and cultural representations in film. Deep dive into specific film genres (comedy, drama, horror). Activities: Group Activity:Watch and analyze clips from traditional (mainstream) Hollywood films. Genre Exploration:

Comedy: Watch selected comedy film clips and discuss common tropes and conventions.
Drama: Watch selected drama film clips and discuss common tropes and conventions.
Horror:Watch selected horror film clips and discuss common tropes and conventions.

Week 4: Blacks in Film in the US

Teaching and Learning Actions:
Introduce notable African American filmmakers and their contributions.
Discuss the social and historical context of their films.

Activities:
Group Activity: Watch and analyze clips from notable films by African American filmmakers.
Individual Activity: Research and present on a chosen African American filmmaker or film.

Week 5: Latino Voices in Film

Teaching and Learning Actions:
Introduce notable Latino filmmakers and their contributions.
Discuss the social and historical context of their films.

Activities:
Group Activity: Watch and analyze clips from notable films by Latino filmmakers.
Individual Activity:Research and present on a chosen Latino filmmaker or film.

Week 6: Asia through the Hollywood Lens

Teaching and Learning Actions:
Introduce notable Asian filmmakers and their contributions.
Discuss the social and historical context of their films.
Guide students in finalizing their projects.

Activities:
Group Activity:Watch and analyze clips from notable films by Asian filmmakers.
Individual Activity: Research and present on a chosen Asian filmmaker or film.

Gifted and Talented (G/T) Differentiation

- Provide advanced reading materials on film history and the Hays Code.
- Include supplementary resources on lesser-known but significant films and filmmakers.
- Offer opportunities for deeper exploration of film theory and critique methods.
- Encourage independent research projects that allow students to explore specific interests in film.
- Facilitate small group discussions on more complex topics related to film analysis and history.

- Provide opportunities for students to lead class discussions or present their findings to peers.
- Allow G/T students to create more sophisticated film critiques, possibly comparing multiple films or genres.
- Encourage the creation of a short film or detailed storyboard as an alternative to written reflections.
- Provide options for producing a podcast or video essay on film analysis topics.

Special Education (SE) Differentiation

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines.
- Use visual aids and graphic organizers to help students understand film history and the Hays Code.
- Simplify reading materials and provide summaries for complex texts.
- Teacher modeling and written instructions for every assignment
- Provide clear, step-by-step instructions for activities and assignments.
- Break down tasks into smaller, manageable steps.
- Offer additional support and guidance during film analysis activities.
- Provide frequent check-ins and feedback to ensure understanding and progress.
- Allow SE students to present their reflections and critiques in various formats (e.g., oral presentations, visual posters, or digital slideshows).
- Offer alternative assessment methods, such as concept maps or visual representations of film analysis.
- Modify assignments to focus on key elements rather than all aspects of film critique.

English Language Learners (ELL) Differentiation

- Use bilingual resources and glossaries to support understanding of film terminology and historical context.
- Provide translated texts or summaries in the students' native languages where possible.
- Incorporate visual aids, such as images, diagrams, and videos, to support comprehension.
- Pair ELL students with peers who can provide language support during group activities.
- Use visual and auditory supports during instruction to reinforce key concepts.
- Simplify language and instructions, and check for understanding regularly.
- Allow ELL students to demonstrate their understanding through multimedia projects (e.g., video reflections, photo essays).
- Offer scaffolded writing assignments with sentence starters and graphic organizers.
- Provide opportunities for oral presentations to practice language skills.

At Risk of Failure Students
- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study

	● Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction ● Constant parental contact along with mandatory tutoring appointments. ● Academic Contracts

Experiences (virtual and live field trips)	**MasterClass** subscription allows students to access multiple courses, including those from high-profile filmmakers and writers.
	Virtual field trips:
	 The American Film Institute (AFI)
	   https://www.afi.com/
	Pixar Animation Studios
	   https://www.pixar.com/
	The British Film Institute (BFI)
	 https://www.bfi.org.uk/
	Smithsonian National Museum of American History – Film and Media History
	 https://americanhistory.si.edu/
	New York Film Academy (NYFA)
	https://www.nyfa.edu/
	Guest Speaker:
	Ralph Jean-Pierre, Editor https://www.ralphedits.com/
	
	In-Person Field Trips:
	Montclair Film https://montclairfilm.org/for-educators/field-trips/
	Museum of the Moving Image https://movingimage.org/

Resources
Clips:
"A Trip to the Moon" (1902)https://youtu.be/xLVChRVfZ74?si=WH2AIqY-B-5iBrAL
"1915:Birth of a Nation:Hollywood's First Motion Picture" (1915) https://youtu.be/nvG0K5AdKiM?si=BwhBH-zxNp1LM3Wc
"The Hays Code and The Studio System" - https://youtu.be/q-5KO7vvuV4?si=wXiQEdPYCfAmRWgP
"Charlie Chaplin finds a baby - The Kid (1921)"https://youtu.be/eO1HvF2G2Sw?si=0lplfus8qi-N1WE5
"1927: Metropolis - How Cinema Changed the Way We See the Future"https://youtu.be/vLxe92EgT9Y?si=LJvF0a_0Kk0fdcLd
Film Analysis: Crash Course Film Criticism https://youtu.be/qk0-m_LARCY?si=wSZQAyQGctMtLMB3 The Spoken Words That Caused A Sensation In "The Jazz Singer" (1927)" https://youtu.be/8SzltpkGz0M?si=41wEsJzWAsM_13_F
Citizen Kane: Crash Course Film Criticism #1 https://youtu.be/qk0-m_LARCY?si=fpXQZplNB16_hGzl
How the media shapes the way we view the world - BBC REEL https://youtu.be/kVAztNx0rHQ?si=iKM1H5FqqdaayEGE
"In the Heat of the Night (8/10) Movie CLIP - Slapping Endicott (1967) HD"

https://youtu.be/2UrB8TI5El4?si=zCAs_KEwhnogMO-d

Clips from Spike Lee's "Do the Right Thing" (1989) and Ava DuVernay's "Selma" (2014) - For analysis and discussion.

Selma: Crash Course Film Criticism #3https://youtu.be/tk4dIgIG5Qs?si=s3H2QyBVmGhP8-lM

Do the Right Thing: Crash Course Film Criticism #6https://youtu.be/bZBmOd83Fds?si=3y97G81XnN0zuyVX

Trailer to "Moonlight" (2016) https://youtu.be/eh7snfXweTA?si=58eCT-ApjU70DKWW

Trailer to Jordan Peeles's"Get Out" (2017)https://youtu.be/DzfpyUB60YY?si=4cBDpTGvFw_saNUW

Pan's Labyrinth: Crash Course Film Criticism #9https://youtu.be/NqDLB3JWfds?si=gleBzS-MJ4uFoFW5

 "ROMA | Official Trailer | Netflix" https://youtu.be/6BS27ngZtxg?si=7utJw-gBE5WvXmsB

INTRO to Breaking Hollywood's Bamboo Ceiling https://youtu.be/YclrPz1GTxU?si=OOJpZgVMds0538iU

 Ang Lee's "Crouching Tiger, Hidden Dragon" (2000) https://youtu.be/-jTdOdcMKoY?si=y0yHt42AJ9DOJenG

"The Joy Luck Club" https://youtu.be/0nYDMp1LdT8?si=Eb4I9jXSAWgB5ubZ

 "Parasite" (2019)- https://youtu.be/PhPROyE0OaM?si=uLJeCSwBNghlLm4y

"Everything, Everywhere, All at Once" (2022) https://www.youtube.com/watch?v=wxN1T1uxQ2g

Articles:

Film history: The evolution of film and television
https://www.videomaker.com/how-to/directing/film-history/film-history-the-evolution-of-film-and-television/

Impact of Films: Changes in Young People's Attitudes after Watching a Movie
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7288198/

Exploring the fascinating world of film genres
https://editmentor.com/blog/exploring-the-fascinating-world-of-film-genres/

Screenplays:

"The Gold Rush" (1925) by Charles Chaplin: https://www.scripts.com/script/the_gold_rush_9129

"Psycho" (1960) by Joseph Stefano: https://www.scripts.com/script/psycho_61

 "Casablanca" (1942) by Julius J. Epstein, Philip G. Epstein, and Howard Koch:
https://www.scripts.com/script/casablanca_57

"Do the Right Thing" (1989) by Spike Lee: https://www.scripts.com/script/do_the_right_thing_642

"Roma" (2018) by Alfonso Cuarón: https://www.scriptslug.com/assets/uploads/scripts/roma-2018.pdf

"Parasite" (2019) by Bong Joon-ho and Han Jin-won:
https://www.scriptslug.com/assets/uploads/scripts/parasite-2019.pdf

Pacing/ Time Frame:	30 class periods: 41 minutes per period

Unit 2	Exploring Social Media and Visual Storytelling	Grade(s)	9

Overview/Rationale

This unit explores social media and visual storytelling, equipping students with essential media literacy skills. Students will learn about digital identity, privacy, and the influence of content creators. Practical sessions on content creation will enhance their storytelling and visual communication skills using smartphones and CapCut. This unit fosters critical thinking, creativity, and ethical awareness, preparing students to be informed and responsible digital citizens.

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- 9.3.12.AR-AV.2: Demonstrate the use of basic tools and equipment used in audio, video and film production.
- 9.3.12.AR-AV.4: Design an audio, video and/or film production.
- 9.3.12.AR-JB.3: Plan and deliver a media production (e.g., broadcast, video, Internet, and mobile).
- 9.3.12.AR-VIS.2: Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3: Analyze and create two and three-dimensional visual art forms using various media.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
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21st Century Skills: Check all that apply			
X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How does media literacy influence our understanding of the world?
- How do social media platforms shape our perceptions and interactions?
- How can we curate a positive and authentic digital identity?
- How do influencers impact trends and opinions in society?
- How can storytelling enhance social media content?
- How can we ensure ethical considerations in content creation?

Enduring Understandings

- Media literacy is essential for navigating the digital landscape.
- Social media significantly influences perceptions and interactions.
- A curated digital identity can impact personal and professional lives.
- Influencers play a crucial role in shaping societal trends and opinions.
- Effective storytelling is key to engaging social media content.
- Ethical considerations are vital in responsible content creation.

Student Learning Targets/Objectives

I Can

- Analyze the role of media literacy in the digital age.
- Evaluate how social media shapes perceptions and interactions.
- Create and curate a positive digital identity.
- Assess the impact of influencers on trends and opinions.
- Apply storytelling techniques to enhance social media content.
- Use ethical considerations in my content creation process.
- Critically analyze content from various social media platforms to understand their engagement strategies.
- Identify the risks and benefits of sharing personal information online.
- Develop and present a case study on digital identity and online privacy.
- Create diverse types of social media content, including blogs, vlogs, and photo stories.
- Implement effective engagement strategies observed in successful influencers.
- Utilize smartphone capabilities to film and edit short narrative videos.
- Collaborate with peers to provide and receive constructive feedback on social media content.
- Present a polished final project that demonstrates effective use of visual storytelling and ethical content creation practices.

Assessments

Pre-Assessments:

- Media Literacy Knowledge Quiz

- Digital Footprint Reflection

Formative Assessments
- Social Media Analysis
- Case Study Discussion Participation
- Peer Review and Feedback Sessions
- Reflection Journal
- Exit Tickets

Summative Assessments:
- Digital Identity and Privacy Essay

Authentic Assessments:
- Content Creation Project:
  - Students create a short video or photo story related to a book from their ELA class.Social Media Content Project
- Influencer Impact Group Activity
- Final Project Presentation

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.

Activities: Including G/T, SE, and ELL Differentiation	**Week 1: Introduction to Media Literacy and Social Media**
	
	 Teaching and Learning Actions:
	 Introduce key concepts of media literacy
	  Discuss the importance and relevance of media literacy in the digital age
	  Explore social media formats, trends, and audience engagement
	
	 Activities:
	 Group discussion on the role of media literacy today
	 Analyze various social media platforms and their content

Assignment: Students analyze how social media platforms use visual storytelling to engage audiences

Week 2: Digital Identity and Online Privacy

Teaching and Learning Actions:
Define and explore digital identity
Discuss the importance of privacy settings and online safety
Analyze real-life scenarios related to digital identity and privacy

Activities:
Interactive session on creating and curating online personas
Group activity on identifying risks and benefits of sharing personal information online
Case study discussion on a real-life scenario related to digital identity and privacy

Week 3: The Role of Influencers and Content Creators

Teaching and Learning Actions:
Introduce the concept of influencers and their impact on trends and opinions
Explore content creation strategies for different media formats

Activities:
Group discussion on favorite influencers and their impact
Students explore different types of content (blogs, vlogs, photo stories)
Group activity on identifying effective engagement strategies used by influencers

Week 4: Introduction to Creating Social Media Content

Teaching and Learning Actions:
Emphasize the importance of storytelling in content creation
Introduce basics of visual communication and ethical considerations (copyright and fair use)

Activities:
Storytelling workshop focusing on social media content
Visual communication session on using images and videos effectively
Brainstorming session on content ideas
Overview of smartphone capabilities for filmmaking

Week 5: Practical Sessions on Content Creation

Teaching and Learning Actions:
Guide students through creating short videos/photo stories
Introduce CapCut for video editing

Activities:

Hands-on sessions for students to create individual videos based on a book from their ELA class
Editing workshop using CapCut
Brainstorming ideas for social media content projects

Week 6: Peer Review and Final Projects

Teaching and Learning Actions:
Facilitate peer review sessions and feedback exchange
Guide students in finalizing and presenting their projects

Activities:
Students share their content and receive constructive feedback
Exporting files for presentation
Final project presentations

Gifted and Talented (G/T) Differentiation

- Provide advanced reading materials on media literacy, digital identity, influencer culture, and content creation strategies.
- Include supplementary resources on the ethical considerations in digital media and the psychological impact of social media.
- Offer opportunities for deeper exploration of topics like digital privacy laws, the evolution of social media platforms, and the algorithms behind them.
- Encourage independent research projects on specific aspects of social media and digital identity.
- Facilitate small group discussions on complex topics such as the socio-cultural impact of influencers and ethical dilemmas in content creation.
- Provide opportunities for students to lead class discussions or present their research findings to peers.
- Allow G/T students to create more sophisticated analyses, possibly comparing different social media platforms or the impact of various content strategies.
- Encourage the creation of a detailed social media campaign or a comprehensive digital portfolio as an alternative to traditional assignments.
- Provide options for producing a podcast or video essay on advanced topics related to media literacy and digital identity.

Special Education (SE) Differentiation

- Adhere to all modifications and health concerns stated in each IEP.
- Accommodating Instructional Strategies: Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom), Handouts, Definition List, Syllabus, Large Print, Outlines.
- Use visual aids and graphic organizers to help students understand key concepts in media literacy, digital identity, and content creation.
- Simplify reading materials and provide summaries for complex texts.
- Teacher modeling and written instructions for every assignment

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- Provide clear, step-by-step instructions for activities and assignments.
- Break down tasks into smaller, manageable steps.
- Offer additional support and guidance during activities, particularly in content creation and analysis.
- Conduct regular check-ins and provide targeted feedback to ensure students grasp key concepts and are progressing with their media literacy projects.
- Offer multiple formats to present their reflections and projects, such as oral presentations, visual posters, or digital slideshows, to accommodate diverse learning styles.
- Modify assignments to focus on key elements rather than all aspects of media analysis and content creation.

English Language Learners (ELL) Differentiation

- Use bilingual resources and glossaries to support understanding of media literacy terminology and concepts.
- Provide translated texts or summaries in the students' native languages where possible.
- Incorporate visual aids, such as images, diagrams, and videos, to support comprehension.
- Pair ELL students with peers who can provide language support during group activities.
- Use visual and auditory supports during instruction to reinforce key concepts.
- Simplify language and instructions, and check for understanding regularly.
- Allow ELL students to demonstrate their understanding through multimedia projects (e.g., video reflections, photo essays).
- Offer scaffolded writing assignments with sentence starters and graphic organizers.
- Provide opportunities for oral presentations to practice language skills.

At Risk of Failure Students
- Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.
- Modified Instructional Strategies, Reading Aloud, Graphic Organizers, Reading Study
- Guides, small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction
- Constant parental contact along with mandatory tutoring appointments.
- Academic Contracts

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<tr><td>Experiences (virtual and live field trips)</td><td>

MasterClass subscription allows students to access multiple courses, including those from high-profile filmmakers and writers.
Virtual field trips:
 The American Film Institute (AFI)
   https://www.afi.com/
Pixar Animation Studios
   https://www.pixar.com/
The British Film Institute (BFI)
 https://www.bfi.org.uk/
Smithsonian National Museum of American History – Film and Media History

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	https://americanhistory.si.edu/ New York Film Academy (NYFA) https://www.nyfa.edu/ **Guest Speaker:** Ralph Jean-Pierre, Editor https://www.ralphedits.com/ **In-Person Field Trip:** Montclair Film https://montclairfilm.org/for-educators/field-trips/ Museum of the Moving Image https://movingimage.org/

Resources
- Articles and videos on media literacy: - https://ny.pbslearningmedia.org/resource/how2internet-media-literacy-misinformation-video/mediawise-student-reporting-labs/   - https://youtu.be/cSKGa_7XJkg?si=3dXbu1pVWTCYS-os   - Social Media Influencers - History of Lifestyle and Fame in the Digital Age - Cultural Analysis https://youtu.be/8SvLjG1NkR8?si=-x1Jhe5wz9Fpymcl   - Social Media Influencers - History of Lifestyle and Fame in the Digital Age - Cultural Analysis https://youtu.be/8SvLjG1NkR8?si=-x1Jhe5wz9Fpymcl   - Social media platforms for analysis   - Case studies on digital identity and privacy   - Examples of influencer content   - Smartphones with video capabilities   - CapCut app for video editing   - Internet, Chromebook, Google Drive, Google Classroom

Pacing/ Time Frame:	30 class periods: 41 minutes per period

Unit 3	Basic Audio, Lighting, Editing Techniques	Grade(s)	10-12

Overview/Rationale

This unit introduces students to the fundamentals of film language and practical filmmaking skills. By learning to analyze and create films, students develop critical thinking, collaboration, and technical skills. The unit culminates in a group project where students apply their learning to create and edit a short film, fostering creativity and teamwork.

New Jersey Student Learning Standards

- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.
- 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.
- 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways
- 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being
- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).	- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. - RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. - W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

21st Century Skills: Check all that apply

X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy	X	Creativity and Innovation
	Environmental Literacy		Other:

Essential Question(s)

- How do different shots and angles impact the storytelling in a film?
- How can framing and composition enhance the visual appeal of a scene?
- How do lighting, sound, and stabilization techniques affect film quality?
- How does the process of storyboarding aid in film production?
- How can editing techniques influence the narrative flow of a film?
- How can we use film to effectively convey a story or message?

Enduring Understandings

- Film language consists of various shots, angles, and composition techniques that influence storytelling.
- Effective framing and composition are crucial for visually engaging films.
- Proper use of lighting, sound, and stabilization enhances the quality of a film.
- Storyboarding is an essential step in planning and visualizing a film.
- Editing is a powerful tool for shaping the narrative and emotional impact of a film.
- Filmmaking is a collaborative process that requires creativity, planning, and technical skills.

Student Learning Targets/Objectives

I Can
- Identify and describe basic film terminology and techniques.
- Analyze the impact of different shots and angles on a film's narrative.
- Apply framing and composition techniques to create visually appealing shots.
- Use a smartphone to film a scene with attention to lighting, sound, and stabilization.
- Create a storyboard to plan a film scene.
- Edit a film using CapCut, incorporating effects, transitions, and audio adjustments.
- Evaluate the effectiveness of different film clips in conveying emotions and themes through shot selection and camera angles.
- Collaborate effectively in groups to plan, script, and film a short narrative project.
- Demonstrate the ability to critically assess and provide constructive feedback on peers' framing and composition exercises.
- Incorporate sound design elements, such as dialogue, music, and sound effects, to enhance the narrative of a film.
- Utilize advanced editing techniques in CapCut to refine the pacing and flow of a film.
- Reflect on the creative process and personal growth through journaling or class discussions after completing film projects.
- Present and defend creative choices made during the filming and editing process in group presentations or critiques.
- Synthesize knowledge of film language to analyze and critique professional films or short films from various genres and styles

Assessments

Pre-Assessments:

- Film Terminology Quiz
- Visual Literacy Exercises

Formative Assessments:

- Shot Identification Activity

- Framing Exercise Critique
- Script and Storyboard Review
- Reflection Journal
- Exit Tickets

Summative Assessments:

- Mid-Unit Film Analysis Essay
- Final Short Film Project

Authentic Assessments:

- Film Critique Presentation
- Digital Portfolio

Teaching and Learning Actions	
Instructional Strategies	Academic vocabulary and language; Accountable talk; Adapting to learning styles/multiple intelligences; Adjusted Questions; Analysis of student work; Anticipatory sets, Choice activities; Conferencing with students, Cues, questions, activating prior knowledge; Current events; Direct instruction; Discovery/Inquiry-based learning; Document-based questions; Effective questioning; Field experience, field trip, or field study; Flexible/strategic grouping; Formative assessment process; Hands-on learning; Identifying similarities and differences; Integration of content areas; Lecture; Learning centers; Mastery learning; Modeling; Nonlinguistic representations; Note booking/journaling; Peer teaching/collaboration; Project-based learning; Reflection; Reinforcing effort and providing recognition; Role play/simulations/drama; Task and Performance Modeling; SE & ELL– Modifications according to individual student learning needs and aptitude: Tiered Activities; Student goal setting; Student self-assessment; Summarizing and note taking; Targeted feedback; Vocabulary list in Google Classroom.
Activities: Including G/T, SE, and ELL Differentiation	**Week 1: Introduction to Film Language** Teaching and Learning Actions: Introduce basic film terminology Analyze various shots and angles in film Activities: Watch selected film clips to identify and discuss different types of shots (e.g., close-up, medium shot, long shot) and camera angles (e.g., high angle, low angle, eye-level). Class discussions and quizzes on film terminology **Week 2: Deep Dive into Film Language - Framing and Composition** Teaching and Learning Actions: Learn about framing and composition techniques, such as the rule of thirds, leading lines, and balance. View and analyze film stills for compositional elements.

Activities:
Practice framing with smartphones in different environments.
Group discussions and critiques of students' framing exercises.
Analyze selected film stills to identify and discuss framing and composition techniques.

Weeks 3-4: Short Literary Film (Group Project)
Teaching and Learning Actions:
Select and analyze a scene from a novel for adaptation into a short film
Write a narrative script and storyboard the project
Learn techniques for filming with smartphones, focusing on lighting, sound, and stabilization

Activities:
Group work on selecting scenes, writing scripts, and storyboarding.
Practical exercises in staging, wardrobe planning, and filming techniques.
Filming the selected scenes using smartphones.

Weeks 5-6: Advanced Editing Using CapCut
Teaching and Learning Actions:
Introduction to CapCut and review of basic editing skills
Learn about effects, transitions, and audio editing

Activities:
Guided practice sessions in CapCut with teacher support.
Groups work on editing their films, incorporating feedback from peers and the teacher.
Finalize edits and screen all group films.

Gifted and Talented (G/T) Differentiation:

Provide additional challenges such as analyzing more complex film techniques or comparing the use of film language across different genres.
Encourage deeper critical thinking through extended film analysis essays or projects that require them to create a short film with more sophisticated storytelling techniques.
Allow students to choose their own scenes to analyze or create their own short films with advanced editing techniques beyond what is taught in class.
Offer opportunities for independent research on influential filmmakers or film movements related to the topics covered.
Encourage them to mentor other students who may need additional support in understanding film language concepts.

Special Education (SE) Differentiation:

Simplify language and provide visual aids to support understanding of basic film terminology and techniques.
Break down complex tasks into smaller steps with clear instructions and checkpoints for progress.

	Incorporate hands-on activities such as tactile materials for understanding framing and composition (e.g., using physical frames or props). Use multimedia resources with subtitles or audio descriptions to accommodate different learning styles. Offer alternative ways for students to demonstrate understanding, such as creating a visual storyboard instead of a written script, or recording verbal reflections instead of written essays. Provide additional time or support during editing and filming activities as needed. **English Language Learner (ELL) Differentiation:** Pre-teach key film terminology and provide bilingual glossaries or visual dictionaries. Pair ELL students with proficient English speakers for collaborative activities and peer support. Select film examples that include diverse cultural perspectives or provide opportunities for students to discuss how cultural backgrounds influence film storytelling. Break down complex instructions into simplified steps and provide models or templates for scriptwriting, storyboarding, and editing. Use sentence frames or graphic organizers to support ELL students in expressing their ideas during discussions and presentations.

Experiences (virtual and live field trips)	**MasterClass** subscription allows students to access multiple courses, including those from high-profile filmmakers and writers.
	Virtual field trips:
	 The American Film Institute (AFI)
	   https://www.afi.com/
	Pixar Animation Studios
	   https://www.pixar.com/
	The British Film Institute (BFI)
	 https://www.bfi.org.uk/
	Smithsonian National Museum of American History – Film and Media History
	 https://americanhistory.si.edu/
	New York Film Academy (NYFA)
	https://www.nyfa.edu/
	Guest Speaker:
	Ralph Jean-Pierre, Editor https://www.ralphedits.com/
	
	In-Person Field Trip:
	Montclair Film https://montclairfilm.org/for-educators/field-trips/
	Museum of the Moving Image https://movingimage.org/

Resources	
Equipment	

Equipment

- Smartphones with cameras
- CapCut video editing app https://www.capcut.com/
- Selected film clips and stills
- https://www.pexels.com/
- https://pixabay.com/
- Lighting and sound equipment (basic)
- Internet, Chromebook, Google Drive, Google Classroom

Websites:
- Novels for scene selections:
- I Know Why Caged Birds Sing (students will select a scene from the novel and create an excerpt script.
- To Kill a Mocking Bird https://www.scripts.com/script/to_kill_a_mockingbird_21978
- Storyboarding templates https://www.canva.com/storyboards/templates/
- https://storyboardart.org/storyboard-tutorials/storyboard-templates/
- Filmmakers Academy Glossary https://www.filmmakersacademy.com/glossary/

Pacing/Time Frame:	30 class periods: 41 minutes per period