

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Film Studies	Grade Level(s): 10-12
Department: English	Credits: 5
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

The goal of this course is to teach students how to critically analyze and evaluate films as cultural texts that open a window into society. The primary form of cultural and historical analysis that will be undertaken in this class will involve students viewing a variety of films and writing critical film reviews. A good film review examines both how a film works and how and why it affects the viewer the way it does. Students will learn how to use popular films to understand competing perspectives on history, culture, and society.

While some class time will be spent on viewing films, an equal amount of time will be spent on writing instruction related to film analysis. Students will learn to recognize the technical aspects of film that contribute to its “deeper meaning.” Essential questions include, “What is the screenwriter’s intent?” and “How do the cast and production team communicate that meaning to the audience?” Essays include formal analysis, film history, ideological and cultural essays, and film criticism.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Modification(s): Modifications** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when

the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.

11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLSs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Film Studies

Prerequisite(s): English Language Arts, grades 9

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
<p>Unit 1:</p> <p>a. Foundational Concepts & Terminology</p> <p>b. History and Film</p>	<p>September- November</p> <p>Film: 4-6 weeks;</p> <p>History: 2 weeks;</p> <p>Terminology & Production: [ONGOING 10 MONTH INSTRUCTION & SKILL PRACTICE]</p>	<p>Power [Anchor] Standards:</p> <p>NJSLSA.R7 NJSLSA.W4 NJSLSA.W5 NJSLSA.W6 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2</p> <p>Supportive (Secondary):</p> <p>Reading: NJSLS. RI.11-12.9 RI.11-12.7</p> <p>Writing: NJSLS. W.11-12.1.D NJSLS. W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p>Interdisciplinary:</p> <p>Technology: NJSLS.TECH 8.2.12.B.4</p>	<ol style="list-style-type: none"> Students will master the content vocabulary necessary to understanding, analyzing, and discussing film effectively. Students will demonstrate an understanding of the production elements involved in creating quality film. Students will recognize the historical timeline of film genre and become acquainted with renown artists and professionals in the film industry. Students will demonstrate analytical skills in visual literacy 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> Define and memorize genre vocabulary Identify film process and production steps Identify careers in film production Recognize and memorize history of film <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> Make observations about production decisions, like camera angles and lighting Distinguish between historical film trends and contemporary trends Organize films and film makers by film era <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> Critique early film as relevant to modern audiences Compare early film to popular contemporary film Differentiate between film angles and film shots <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> Connect early film technics to modern advancements Analyze the ways in which early film makers have

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				influenced generations of professionals in the film industry.
Unit 2: Film in Transition	(2 weeks) December	<p><u>Power [Anchor] Standards:</u> NJLSA.R7 NJLSA.W10 NJLSA.SL1 NJLSA.SL2</p> <p><u>Supportive (Secondary):</u> Reading: RI.11-12.7</p> <p>Writing: NJSLS. W.11-12.4</p> <p><u>Speaking and Listening:</u> NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p>Interdisciplinary: Technology: NJSLS. TECH. 8.2.12.B.4</p>	<ol style="list-style-type: none"> Students will recognize the social, the scientific, and the cultural forces that inspired new movements in film. Students will demonstrate analytical skills in visual literacy. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> Define integrated musical Recognize major artists in the musical industry Describe the obstacles involved in presenting talking films to [silent] film fans <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> Describe and summarize the impact music and dance had on advancing talking films. Distinguish between integrated and non-integrated musicals <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> Compare the early musicals with the later integrated musicals and assess the reasons for the popularity of later films. Compare dance performances and support ideas with details obtained from information film Critique films value as a classic film with relevance to modern audiences

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> Analyze the classic musicals lasting influence on modern film makers. Synthesize information with prior learning, concerning the film making process historical timeline.
<p>Unit 3: Suspense Film</p>	<p>(4-6 weeks) January- February</p>	<p><u>Power [Anchor] Standards:</u> NJSLSA.R7 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2</p> <p><u>Supportive (Secondary):</u></p> <p>Reading: NJSLS.RL.11-12.7 RI.11-12.7</p> <p>Writing: NJSLS. W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p><u>Interdisciplinary:</u> Visual & Perf. Arts.: 1.4.12.A.2</p>	<ol style="list-style-type: none"> Students will recognize the film elements essential to the Suspense genre. Students will recognize important industry artists in the Suspense /Thriller genre. Students will be able to use their knowledge of filmmaking techniques to further their understanding of the essential literary elements that make up all forms of narrative in the ELA content area. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> Define the suspense and the elements of suspense Identify renown directors in the suspense genre Recognize that the elements of suspense are consistent across content areas <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> Describe the cause and effect of camera work in creating suspense Predict plot events by following object clues through a feature film <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> Visually Investigate and describe the elements of suspense in a

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		1.4.12.B.2		<p>number of renown films</p> <ul style="list-style-type: none"> • Critique the director’s success in engaging and thrilling his audience • Compare the way suspense in created in film to the ways an author creates suspense in prose. <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Describe in writing how suspense in created in different content areas • Compare and critique two films for effectiveness and audience engagement
<p>Unit 4: Plot & Story Structure</p>	<p>(4-6 weeks) February- March</p>	<p><u>Power [Anchor] Standards:</u> NJLSA.R7 NJLSA.W4 NJLSA.W5 NJLSA.W6 NJLSA.W10 NJLSA.SL1 NJLSA.SL2 NJLSA.SL3</p> <p><u>Supportive (Secondary):</u> Reading: RI.11-12.7</p> <p>Writing:</p>	<ol style="list-style-type: none"> 1. Students will understand the various ways plot unfolds in quality feature films. 2. Students will define inciting incident and recognize the inciting incident within a feature film. 3. Students will recognize through study and demonstrate in writing the understanding of the elements of effective film criticism. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> • Recall elements of plot • Describe the ways in which authors create plot within a story or novel • Define movie criticism <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Describe the cause and effect [on the viewer] of specific plot lines in a variety of films • Compare linear to nonlinear plot lines for clarity, viewer engagement and overall effectiveness

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		NJSLS.W.11-12.2.B NJSLS. W.11-12.1.D. NJSLS. W.11-12.4 Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1 <u>Interdisciplinary:</u> Technology: NJSLS.TECH. 8.2.12.B.3	4. Students will explore actor performance as an essential element in effective storytelling.	<ul style="list-style-type: none"> Collect samples and identify best practices in delivering written movie criticism Strategic Thinking (Level 3) <ul style="list-style-type: none"> Assess the effectiveness of a screenwriter’s decisions in his/her methods of advancing a storyline Formulate ideas about the actor’s role in advancing a film’s plot Develop a logical, informed argument for changing the method of delivering a movie criticism from traditional methods to better engage a target audience. Use voice appropriate to the purpose and task. Extended Thinking (Level 4) <ul style="list-style-type: none"> Create an effective and informed movie criticism for a target audience.
Unit 5: Visual Analytics	(3 weeks) March-April	<u>Power [Anchor] Standards:</u> NJSLSA.R7 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2	1. Students will analyze the visual aspects of film for thematic message. 2. Students will experience an award winning foreign film and	Recall (Level 1) <ul style="list-style-type: none"> Recall camera angles and shots involved in film making Recall elements of story structure, including sequence of events, setting, plot, and

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Supportive (Secondary):</p> <p>Reading: RI.11-12.7</p> <p>Writing NJSLS. W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p>Interdisciplinary: Visual & Perf. Arts: 1.4.12.A.1</p>	<p>film maker, and make observations about the film’s global appeal.</p> <p>3. Students will compare and contrast films about a global event for thematic effectiveness, authenticity, style elements, and audience appeal.</p>	<p>character</p> <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Distinguish between comedy elements and dramatic element in film making • Predict and then summarize the effectiveness and/or the impact of a foreign film upon American audiences • Identify patterns in the cinematography of specific genre films of a similar subject or topic <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Compare the thematic delivery and effectiveness of films sharing a similar topic/subject • Assess the effectiveness of creating comedy within a film featuring a tragic world event <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Analyze in writing a series of film frames, comparing pairs for commonalities or drawing connections during a visual assessment

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 6: Animation	(2 weeks) April	<p>Power [Anchor] Standards: NJSLSA.R7 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2</p> <p>Supportive (Secondary):</p> <p>Reading: RI.11-12.7</p> <p>Writing: NJSLS. W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p>Interdisciplinary:</p> <p>Visual & perf. Arts: 1.4.12.B.3</p> <p>Technology: NJSLS.TECH.</p>	<ol style="list-style-type: none"> 1. Students will define and demonstrate understanding of key genre terminology. 2. Recognize artistic leaders in the animated film industry 3. Analyze animated film for thematic elements and wide audience appeal. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> • Identify and memorize genre vocabulary • Recognize leaders in the animation industry <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Make observations about the advancements in animated film from early illustration to the conception of CGI • Identify specific genre details and advancements within animated films <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Compare early animated film details to later films featuring technological advances, like digital enhancement • Assess the value of GCI and live action to animated film making and audience engagement <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Analyze the animation styles of various industry leaders and critique each for effectiveness

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 7: Documentary	(3 Weeks) May	<p>Power [Anchor] Standards: NJSLSA.R7 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2 NJSLSA.SL3</p> <p>Supportive (Secondary): Reading: NJSLS.RI.11-12.7</p> <p>Writing: NJSLS.W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS.L.11-12.1</p> <p>Interdisciplinary: Technology: NJSLS.TECH. 8.1.12.E.1</p>	<ol style="list-style-type: none"> 1. Students will analyze and interpret documentary film and pictorial and graphic evidence of historical events for credibility. 2. Define and demonstrate understanding of the primary elements of effective rhetoric in film and in text. 3. Students will distinguish between documented fact and propaganda. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> • Recognize or recall the rhetorical elements of persuasion • Define documentary • Identify propaganda in film <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Identify within nonfiction film use of rhetoric and record these observations • Compare films for persuasive technique, bias and or/ effective presentation • Summarize the various methods of persuasion or explanation in a variety of nonfiction films <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Analyze the ways in which an individual can affect positive change and inspire others through his/her actions. • Critique the persuasive effectiveness of a variety of documentary films <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Describe and present common characteristics of individuals who succeed in advancing society

<p>Unit 8: Contemporary Film & Directors</p>	<p>(2-3 weeks) June</p>	<p><u>Power [Anchor] Standards:</u> NJSLSA.R7 NJSLSA.W10 NJSLSA.SL1 NJSLSA.SL2</p> <p><u>Supportive (Secondary):</u> Reading: NJSLS. RI.11-12.7</p> <p>Writing: NJSLS.W.11-12.4</p> <p>Speaking and Listening: NJSLS.SL.11-12.1 (A-D) NJSLS. L.11-12.1</p> <p><u>Interdisciplinary:</u> Visual & Perf. Arts.: 1.4.12.B.2</p> <p>Technology: NJSLS.TECH.</p>	<ol style="list-style-type: none"> 1. Students will explore and discuss the thematic concerns of the comic adventure film genre. 2. Students will recognize and retain knowledge of the directorial style of a major modern director. 3. Students will analyze a contemporary film for its surprisingly deeper meaning and debate its value as a morality tale. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> • Define hero and villain • Define morality tale <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Compare directorial style to other directors studied to date • Make observations about cinematography and lighting • Predict character motivations <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Draw conclusions about character motivations and develop an argument, for or against, the film as morality tale • Assess Nolan’s success as a film maker in the comic adventure genre <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Debate: Apply understanding of the comic adventure genre and use film details to defend a position [for or against] the main character as renegade or traditional hero.
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Unit: 1 / a. Foundational Concepts & Terminology b. History and Film	Recommended Duration: [Film: 4-6 weeks; History:2 weeks; Terminology & production: ONGOING 10 MONTH INSTRUCTION & SKILL PRACTICE]
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Unit Description: This is a unique unit, as it begins with an intense primary focus on foundational concepts, like film production steps and career skills and of film terminology (particularly important film elements like mise-en-scene, chiaroscuro, and montage), then later moves the primary focus to the history of film, delegating foundational concepts to a secondary focus, a focus that will continue in practice throughout the school year. Students will trace film from the silent film era through all decades leading to contemporary CGI. Students will watch and discuss excerpts of the A.F.I.'s top 100 films of all time, and watch short excerpts of period films. Students will also critically watch early but iconic feature films and complete companion viewing / writing assignments. Finally, students will study the contributions and significant life events of early film makers and directors, and come to appreciate the contributions of science and invention in the progress of film.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What distinguishes film as art? • What is mise-en-scène? • What is auteur theory and how does auteur theory manifest itself in film? • Why is it important to develop an understanding of the content specific language of any career or artistic field? • What are the many career roles in the film production industry and what does each entail? • What was entertainment before film, and how did film begin? • How does film reflect our culture? • How do the actions of the film characters give the audience a deeper insight into what it must have been like during important world/ historical events? • In what ways do classic films reflect the societal/political concerns of their era of origin? 	<ul style="list-style-type: none"> • Understanding of the elements and principles that govern the creation of film enriches the viewer's appreciation for this dynamic art form. • Effective Film Studies analysis requires a learned foundation of the language of cinema, including key terms, elements of production and film history. • Understanding the role, the development, and the influence of cinema throughout history and across cultures expands one's ability to make connections and engage in reasoned analysis of the genre.

Relevant Standards:	Learning Goals:	Learning Objectives:
TECH.NJSLS. 8.2.12.B.4 -- Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and	1. Students will master the content vocabulary necessary to understanding, analyzing, and discussing film effectively.	1. Recognize and define content vocabulary through collaborative activities and note taking. 2. Actively view film and think critically about the

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>how they may have changed to meet human needs and wants.</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W4. -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5.-- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6.-- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLS. RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>NJSLS. W.11-12.1.D.-- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are</p>	<ol style="list-style-type: none"> 2. Students will demonstrate an understanding of the production elements involved in creating quality film. 3. Students will recognize the historical timeline of film genre and become acquainted with renowned artists and professionals in the film industry. 4. Students will demonstrate analytical skills in visual literacy 	<p>message, moral, and/or meaning of any given work.</p> <ol style="list-style-type: none"> 3. Identify essential elements and techniques in cinematography, sound, and editing in a film. 4. Explore the early history of film and continue to see its influence in film. 5. Recognize the common characteristics that define early film categories. 6. Engage in critical viewings and subsequent written response of a variety of early films. 7. Analyze the relationship between films and the realities they represent through daily writing/viewing activities.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>writing.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLS. RI.11-12.9. --Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices	Writing Projects Viewing Assignments Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions Presentations	<p><u>Foundational</u></p> <ul style="list-style-type: none"> Record & study terminology: 5 terms a day (50 terms total) Visual study and learning of important terms—montage, mise-en-scene & chiaroscuro Record Process and Production roles (5 daily) Watch & List Top 100 Films (5 excerpts daily) <p><u>Writing Project</u></p> <ul style="list-style-type: none"> The Interview Project <p><u>History of Film</u></p> <ul style="list-style-type: none"> Lecture/ note taking (10 yr period daily) Website video examples of early films Concrete items for inspection <p><u>Films:</u></p> <ul style="list-style-type: none"> <i>Slumdog Millionaire</i> (intro activity & Montage) <i>Modern Times</i> <i>Citizen Kane</i> <i>The Making of Citizen Kane</i> <p><u>Introduction to the lives and techniques of renowned directors:</u></p> <ul style="list-style-type: none"> Danny Boyle Charlie Chaplin Orson Welles

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback • Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> • Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Common experiences or interests • Vary group sizes and objectives. • Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> • Pause briefly after asking a question. • Tell a story, skim a text, or create PowerPoint presentations. <p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> • Engage students in comparing and classifying.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
<p>Essential: mise-en-scène, montage, chiaroscuro; (complete journal of terminology (45 terms) & production (4 sections)</p> <p>Non-Essential: cut, story time</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Journalism: The Interview project</p> <p>Science: technology of early film: Edison</p> <p>Visual and Performing Arts: The art and history of Film Making</p> <p>Social Studies: History in Film/ historical event and iconic film events</p> <p>Technology: word processing/ the writing project</p>	<p><u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation:</u> Google Sharing</p> <p><u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition:</u> Contest search, research the work of others, and create original work.</p>	<p><input checked="" type="checkbox"/> Global Awareness: Charley Chaplin as a global influence</p> <p><input checked="" type="checkbox"/> Civic Literacy: Learning through film—<i>Citizen Kane</i></p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation: Study of the production process of film and the director’s vision</p> <p><input checked="" type="checkbox"/> Media Literacy: In-depth Film Study & analysis</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: addressing film - based analytical questions in writing (weekly)</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): student engagement in film career-based collaborative activities, where leadership roles are chosen or shared.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			<p><u> X </u> Information & Communication Technologies Literacy: study of theme or message disseminated through the visual arts</p> <p><u> X </u> Communication & Collaboration: active discussion about film elements</p> <p><u> X </u> Information Literacy- documentary Study</p>

Resources:
<p>Texts/Materials: DVD <u>Films</u>:</p> <ul style="list-style-type: none"> • <i>Slumdog Millionaire</i> • <i>Modern Times</i> • <i>Citizen Kane</i> • <i>The Making of Citizen Kane</i> <p>AFI: www.afi.com American Film Institute – YouTube</p> <p><u>Teacher Created supplements:</u></p> <ul style="list-style-type: none"> • Viewing packets • Terminology journal • Production notes packet • Top 100 note packet • Interview writing assignment and rubric <p><i>New York Times</i> articles Historical objects: film reels, etc. Talking Pictures: <i>How to Watch Movies</i>, by Ann Hornaday</p>

Unit: 2 / Film in Transition	Recommended Duration: [2 Weeks– December]
Unit Description: This unit will help students to understand the historical movement from the silent film era to the talking film era via the musical/ spectacle film. Students will learn about important actors and directors of the musical genre, critically watch documentary film that deepens student understanding of the musical film process and timeline, and watch an iconic feature film that visually, musically, and authentically traces the progression of film in the twentieth century.	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What was the initial reaction, and later, the lasting impact of talking films on the American public? • What makes a film a classic? • Why did film makers undertake musical films? • In what ways can sound/music evoke emotions? 	<ul style="list-style-type: none"> • Technical, social, cultural, and political climates inspire new movements in film. • Throughout history people have used musical performance to communicate ideas, inform audiences about historical / political movements, and to richly entertain audiences.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>TECH.NJSLS. 8.2.12.B.4 -- Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a</p>	<ol style="list-style-type: none"> 1. Students will recognize the social, the scientific, and the cultural forces that inspired new movements in film. 2. Students will demonstrate analytical skills in visual literacy. 	<ol style="list-style-type: none"> 1. Identify essential elements and techniques in cinematography, sound, and editing in a musical film. 2. Recognize and deeply consider the scientific and social forces that compelled the creation of musical films. 3. Define choreographer. 4. Recognize major actors, directors, and choreographers in the early musical film industry. 5. Actively view musical film, and critically think and discuss about the message, historical significance, and/or meaningfulness to contemporary audiences.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>question or solve a problem.</p> <p>NJSLS.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.)</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>		<ol style="list-style-type: none"> 6. Engage in a critical viewing of an iconic musical film and compose subsequent written responses (companion viewing packet). 7. Analyze the relationship between films and the realities they represent through daily writing/viewing activities.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices</p>	<p>Writing Projects Viewing Assignments Quizzes & Tests CSA</p>	<p>Collaborative Partnerships Collaborative Discussions</p>	<p>Introductory film clips from:</p> <ul style="list-style-type: none"> • Grease • The Sound of Music • LaLa Land <p>Define key terms like ‘technicolor’, ‘choreography,’ and ‘integrated musical’ and provide clear visual examples.</p> <p>Introduce iconic dancers, actors and directors of the period:</p> <ul style="list-style-type: none"> • Gene Kelly • Stanley Donen • Debbie Reynolds • Donald O’Connor • Jean Hagan <p>Actively watch a documentary film about the making of <i>Singin’ in the Rain</i> and obtain knowledge of important era-specific production details.</p> <p>Critically view <i>Singin’ in the Rain</i>, and discuss reasons for its status as the finest musical film created.</p> <p>Recognize and explain in discussion and in writing the ways in which <i>Singin’ in the Rain</i> traces the history of the film industry.</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback • Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> • Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Common experiences or interests • Vary group sizes and objectives. • Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> • Pause briefly after asking a question. • Tell a story, skim a text, or create PowerPoint presentations. <p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> • Engage students in comparing and classifying.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
<p>Essential: technicolor, choreography, choreographer, integrated musical, star system</p> <p>Non-Essential: comic relief</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Critical thinking and writer/viewer response, verbally and in writing</p> <p>Science: Film Coloration and advancements discussed and studied</p> <p>Visual and Performing Arts: Musical film & dance</p> <p>Social Studies: Historical film advancements</p>	<p><u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation:</u> Google Sharing</p> <p><u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition:</u> Contest search, research the work of others, and create original work.</p>	<p><input checked="" type="checkbox"/> Global Awareness: Musical film’s impact on world audiences</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation: Study of the production process of film and the director’s vision</p> <p><input type="checkbox"/> Media Literacy: In-depth Film Study & analysis</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: addressing film - based analytical questions in writing (weekly)</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): student engagement in film career-based collaborative activities, where leadership roles are chosen or shared.</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			<p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy: study of theme or message disseminated through the visual arts</p> <p><input type="checkbox"/> Communication & Collaboration: active discussion about film elements</p> <p><input checked="" type="checkbox"/> Information Literacy- documentary Study</p>

Resources:
<p>Texts/Materials:</p> <p>DVD Films:</p> <ul style="list-style-type: none"> • <i>Grease</i> (Summer Nights) • <i>The Sound of Music</i> (The Hills are Alive) • <i>Singin' in the Rain</i> • <i>LaLa Land</i> <p>Supplemental film excerpts– YouTube</p> <p>Teacher Created supplements:</p> <ul style="list-style-type: none"> • Viewing packets

Unit: 3 / Suspense	Recommended Duration: [4-6 Weeks– 2 Months: January- February]
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Unit Description:
 Suspense is always a sure way to engage and excite an audience. The elements that are found in the suspense genre, such as foreshadowing, point of view, setting, mood, tone, imagery and symbolism, will therefore, be a focus in this unit. And, seeing that these elements are found in both literary works and in film, this unit will provide a valuable foundation and/or support analytical skills that may be applied across content areas. This unit will also introduce an important film icon and director, Alfred Hitchcock, and the elements of his unique directorial style. Award winning films of some contemporary directors who cite Hitchcock as a major influence will also be featured. Students will demonstrate learning by recognizing and discussing suspenseful aspects of these films that are clearly ‘Hitchcockian.’ Finally, by actively watching a small selection of films, students will recognize the difference between a film remake and a film adaptation for a specific audience.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What are the basic elements of the suspense film? • What is unique about the Suspense / Thriller genre? • What is conveyed through character action, visual elements, objects, cinematography, and dialogue? • Who are the influential directors noted for their suspenseful films? 	<ul style="list-style-type: none"> • Filmmakers purposely create a desired effect as they use the formal elements of film (narrative, cinematography, mise-en-scene, sound and movement) to influence the audience’s perception and understanding and to create suspense. • Identifying the formal elements of film can help us become more critical viewers.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.V.A.1.4.12.B.2 -- Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning</p> <p>NJSLS.V.A.1.4.12.A.2 -- Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>NJSLSA.R7 -- Integrate and evaluate content</p>	<ol style="list-style-type: none"> 1. Students will recognize the film elements essential to the Suspense genre. 2. Students will recognize important industry artists in the Suspense/ Thriller genre. 3. . Students will be able to use their knowledge of filmmaking techniques to further their understanding of the essential literary elements that make up all forms of narrative in the ELA content area. 	<ol style="list-style-type: none"> 1. Define genre vocabulary and elements. 2. Observe and recognize the elements of suspense within film. 3. Recognize the style and contributions to the film industry of renowned directors. 4. Apply knowledge of directorial style by recognizing and locating within film the influence of iconic film directors on contemporary film makers. 5. Apply learning by effectively responding in writing

<p>presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>NJSLS.W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>RL.11-12.7. --Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and</p>		<p>to thematic and artistic production questions.</p> <ol style="list-style-type: none"> 6. Recognize and explain the role of cinematography in creating suspense. 7. Trace, visually and in writing, object clues through award winning suspense feature films. 8. Demonstrate, in discussion and in writing, understanding of the difference between remake and adaptation in film. 9. View and deeply reflect on the film making decisions made to generate an effective adaptation for a specific audience. 10. Identify specific camera shots and angles during visual activities.
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orally.

NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

<p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
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Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<p>Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices</p>	<p>Writing Projects Viewing Assignments Quizzes & Tests CSA</p>	<p>Collaborative Partnerships Collaborative Discussions Presentations</p>	<p>DVD Films:</p> <ul style="list-style-type: none"> • <i>Rear Window</i> • <i>Psycho</i> • <i>The Birds</i> • <i>The Sixth Sense</i> • <i>Disturbia</i> • <i>A Quiet Place</i> <p>Supplemental film excerpts – YouTube: <i>Alfred Hitchcock Presents</i></p> <p>Companion viewing / analytical packets</p> <p>Study the style of remarkable directors:</p> <ul style="list-style-type: none"> • Hitchcock • M. Knight Shyamalan • D.J. Caruso <p>Camera shots/angles visual practice activities</p> <p>Terminology practices and collaborative quizzes</p> <p>Lecture and notetaking</p> <p>Collaboration discussion and writing activities</p>

Instructional Strategies:**Setting Objectives and Providing Feedback**

- Set a core goal for each unit
- Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations.

Reinforcing Effort and Providing Recognition

- Peer Sharing & Feedback on Successes
- Private & Positive Teacher Feedback
- Encouraging & Rewarding Participation

Nonlinguistic Representations

- Incorporate words, images, or concrete examples to represent relationships.

Cooperative Learning

- Common experiences or interests
- Vary group sizes and objectives.
- Design group work: appropriate use of social skills and individual and group accountability.

Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)

- Pause briefly after asking a question.
- Tell a story, skim a text, or create PowerPoint presentations.

Identifying Similarities and Differences

- Engage students in comparing and classifying.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:

Essential: Suspense, Master of Suspense, McGuffin/MacGuffin, object clue, dichotomy, artifice, high/low angle, criticism, remake v. adaptation, 'Pure Cinema'

Non-Essential: creative influence

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Movie criticism</p> <p>Visual and Performing Arts: Suspense Film</p> <p>Social Studies: Hitchcock as Historical Film Influences</p>	<p><u>Substitution</u>: In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation</u>: Google Sharing</p> <p><u>Modification</u>: Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition</u>: Contest search, research the work of others, and create original work.</p>	<p><input checked="" type="checkbox"/> Global Awareness: Hitchcock as a worldwide influential film maker</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation: Study of the production process of film and the director's vision</p> <p><input checked="" type="checkbox"/> Media Literacy: In-depth Film Study & analysis</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: addressing film - based analytical questions in writing (weekly)</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): student engagement in film career-based collaborative activities, where leadership roles are chosen or shared.</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy: study of theme or message disseminated through the visual arts</p> <p><input checked="" type="checkbox"/> Communication & Collaboration: active discussion about film elements</p> <p><input checked="" type="checkbox"/> Information Literacy- documentary</p>

Resources:

Texts/Materials:

DVD Films:

- *Rear Window*
- *Psycho*
- *The Birds*
- *The Sixth Sense*
- *Disturbia*
- *A Quiet Place*

Supplemental film excerpts– YouTube: *Alfred Hitchcock Presents*

Teacher Created supplements:

- Viewing packets
- Writing assignment

Informational texts:

- Spoto, Donald: *The Art of Alfred Hitchcock*. Anchor Books, 1992.
- Truffaut: *Hitchcock*. Faber & Faber, 2017.

Unit: 4 / Plot & Story Structure	Recommended Duration: [4-6 Weeks Months: Feb.- March]
<p>Unit Description: This unit will focus on a selection of award winning films, particularly engaging and effective in their plot structures. Some of these feature films concern real-life, news worthy characters and events (Docudrama), so serve as semi-informational sources. Students will revisit the Freytag plot structure, then observe, compare, and/or analyze this traditional plot structure to the films’ story time/action lines. Students will also experience dramas that inspire, intrigue, surprise, and present life-lessons to learn by, which should drive conversation and debate.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What are the ways in which plot unfolds in film? • Why is artifice often an essential aspect of plot? • Why is the setting of a story important? • How does the setting create a secondary character? • What is an inciting incident? • What is the actor’s role as storyteller? 	<ul style="list-style-type: none"> • Like authors, screenplay writers and film makers utilize effective, traditional, or unique plot structures to engage the audience and tell a memorable story. • Films, like news, and literature, inform about humanity, inspiring through the triumphs of others and warning vicariously of the dangers of folly and bad decisions

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.TECH. 8.2.12.B.3 -- Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p> <p>NJSLSA.R7.-- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a</p>	<ol style="list-style-type: none"> 1. Students will understand the various ways plot unfolds in quality feature films. 2. Students will define inciting incident and recognize the inciting incident within a feature film. 3. Students will recognize through study and demonstrate in writing the understanding of the elements of effective film criticism. 4. Students will explore actor performance as an essential element in effective 	<ol style="list-style-type: none"> 1. Recall and define elements of Freytag’s plot pyramid: <ul style="list-style-type: none"> • Exposition • Inciting incident • Rising incident • Climax • Falling action • Resolution 2. Actively observe the ways in which plot events unfold within quality film. 3. Engage in collaborative discussions, with the focus on the plot structure and actor

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>question or solve a problem</p> <p>NJSLSA.W4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5.-- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6.-- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>NJSLS. W.11-12.1.D. -- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>NJSLS.W.11-12.2. -- Write Informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p style="padding-left: 40px;">B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's</p>	<p>storytelling.</p>	<p>performance.</p> <ol style="list-style-type: none"> 4. Analyze plot developments and thematic elements and respond in writing to prepared viewing questions. 5. Analyze and debate with peer actor performances, nuances, and overall effectiveness in bringing to life a believable/memorable character. 6. Recognize the actor's role in advancing the plot and explain in writing during small writing practices. 7. Observe and discuss the way setting serves as character and respond in writing to setting questions. 8. Identify the inciting incident and complete a Freytag's pyramid for selected films. 9. Recognize the style and contributions of esteemed directors. 10. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. film criticism)

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>knowledge of the topic.</p> <p>W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.W10.-- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. --Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices	Writing Projects Viewing Assignments Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions Presentations	Movie Criticism Writing Assignment <ul style="list-style-type: none"> • Collaboratively read professional criticism • Graphically organize/ outline proper criticism structure • Draft an original criticism for a specific audience • Enroll in turnitin.com • Enroll in google classroom • Word processing – final draft Viewing Packets – analytical questions Freytag’s Plot line outline assignments Films: <ul style="list-style-type: none"> • <i>The Illusionist</i> • <i>A Beautiful Mind</i> • <i>The Drop</i> • <i>The Social Network</i> Camera shots/angles visual practice activities Terminology practices and quizzes Study the style and contributions of esteemed directors: <ul style="list-style-type: none"> • Fincher • Howard • Roskam • Burger

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback • Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> • Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Common experiences or interests • Vary group sizes and objectives. • Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> • Pause briefly after asking a question. • Tell a story, skim a text, or create PowerPoint presentations. <p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> • Engage students in comparing and classifying.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation)			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
Essential: Freytag, Exposition, Rising Action, Inciting Incident, Climax, Resolution, Artifice
Non-Essential: Turn

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Plot structure & the storyline</p> <p>Mathematics: Film: <i>A Beautiful Mind</i>-- features John Nash, renowned mathematician & NJ resident</p> <p>Visual and Performing Arts: Film Study</p> <p>Social Studies: Film: <i>The Illusionist</i>-- historical drama</p> <p>Technology: Film: <i>The Social Network</i>--the founding of Facebook</p> <p>Career Ready Practices: writing the</p>	<p><u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation:</u> Google Sharing</p> <p><u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition:</u> Contest search, research the work of others, and create original work.</p>	<p><input checked="" type="checkbox"/> Global Awareness: Historical settings, traditions, and themes</p> <p><input checked="" type="checkbox"/> Civic Literacy: Nonfiction docudrama about a leading citizen & academic contributor</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation: effective and engaging analysis/ observations</p> <p><input checked="" type="checkbox"/> Media Literacy: Facebook: Film Study</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: viewing activities—plot analysis</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): overcoming mental or societal challenges to succeed in society</p> <p><input checked="" type="checkbox"/> Information & Communication</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
screenplay			Technologies Literacy: career genre writing _____ Communication & Collaboration _____ Information Literacy

Resources:
<p>Texts/Materials:</p> <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>The Illusionist</i> • <i>A Beautiful Mind</i> • <i>The Drop</i> • <i>The Social Network</i> <p>Teacher- created viewing packets Teacher Supplements Freytag’s Plot Line – online edu source Criticism assignment materials & rubric Library access Turnitin.com Google classroom</p>

Unit: 5 / Visual Analytics	Recommended Duration: [Weeks– Months]
<p>Unit Description: Students will apply knowledge and understanding of specific elements of cinematography, such as film shots and angles and mise-en-scene, by participating in various independent and collaborative writing and discussion activities. Students will view classic and contemporary award-winning films, depicting the experiences of characters living through WWII, and analyze the ways that screenplay writer, actors, and directors express theme. They will directly experience and discuss the impact of dramatic and comedic elements in these important films and in respect to this sobering theme. Finally, they will consider the aspects of a film that labels it classic and appealing across the ages.</p>	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How is the point-of-view unique to the foreign film makers, and is it a universal message? • What makes a film appeal to the masses? • How do contemporary film makers reshape, revise and pay homage to the formal and thematic conventions of the classics of the 40s and 50s? • In what ways do critically acclaimed films reflect the societal/political concerns of their era of origin? 	<ul style="list-style-type: none"> • Film is a direct reflection of the social climate and social sentiment of its respective time period. • Films that feature historical events in new or unique ways often earn global appeal and critical acclaim. • The visual aspects of a film can act as a separate and compelling character.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS. V.A. 1.4.12.A.1--Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.W10.-- Write routinely over extended time frames (time for research, reflection, and</p>	<ol style="list-style-type: none"> 1. Students will analyze the visual aspects of film for thematic message. 2. Students will experience an award winning foreign film and film maker, and make observations about the film’s global appeal. 3. Students will compare and contrast films about a global event for thematic effectiveness, authenticity, style elements, and audience appeal. 	<ol style="list-style-type: none"> 1. Identify specific angles, shots, and lighting forms during visual practice and assessment activities. 2. View, reflect deeply, and compare the thematic film presentations of a major global war event. 3. Experience a foreign film about a global event and respond in writing as to its effectiveness and artistic qualities. 4. Engage in visual theme activities, drawing connections and reflecting on thematic elements, in writing.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>NJSLS.W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having</p>		<ol style="list-style-type: none"> 5. Recognize the old themes can be explored in new and engaging ways, and this is often the major factor in creating extraordinary film. 6. Make connections between visual aspects of film and viewer engagement. 7. Apply learning to debate the aspects of a film that qualify it as a classic work or artistic endeavor. 8. Recognize the historical significance of a film debate its continuing relevance to modern audiences.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices	Writing Projects Viewing Assignments Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions Presentations	<u>Films:</u> <ul style="list-style-type: none"> • <i>Casablanca</i> • <i>Life is Beautiful</i> • <i>The Boy in the Striped Pajamas</i> • <i>The Book Thief</i> <p>Viewing Packet Assignments for each film</p> <p>Visual Analytical Camera Work Quiz</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback • Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> • Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Common experiences or interests • Vary group sizes and objectives. • Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> • Pause briefly after asking a question.

Instructional Strategies:			
<ul style="list-style-type: none"> Tell a story, skim a text, or create PowerPoint presentations. 			
Identifying Similarities and Differences			
<ul style="list-style-type: none"> Engage students in comparing and classifying. 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
Essential: chiaroscuro, classic film, dichotomy, Auschwitz, Nazi regime, comedy, tragedy, Vichy, résistance, "La Marseillaise"
Non-Essential: Visigoth, expatriate

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: listening, writing, note taking Visual and Performing Arts: foreign & American Film World Languages: Italian film (subtitled) Social Studies: WWII setting (all films) & historical background lecture	Substitution: In many cases, Google Docs to replace Microsoft Word Augmentation: Google Sharing Modification: Using the commenting service in Google Doc to collaborate and to share feedback on a given task. Redefinition: Contest search,	<input checked="" type="checkbox"/> Global Awareness: WWII <input checked="" type="checkbox"/> Civic Literacy: duty, patriotism, nationalism <input type="checkbox"/> Health Literacy	<input checked="" type="checkbox"/> Creativity & Innovation: Study of the production process of film and the director's vision <input checked="" type="checkbox"/> Media Literacy: In-depth Film Study & analysis <input checked="" type="checkbox"/> Critical Thinking & Problem Solving: addressing film - based analytical questions in writing (weekly) <input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility,</i>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
	<p>research the work of others, and create original work.</p>		<p><i>initiative, cross-cultural skills, productivity, leadership, etc.):</i> student engagement in film career-based collaborative activities, where leadership roles are chosen or shared.</p> <p><u> X </u> Information & Communication Technologies Literacy: study of theme or message disseminated through the visual arts</p> <p><u> X </u> Communication & Collaboration: active discussion about film elements</p> <p><u> X </u> Information Literacy- documentary Study</p>

Resources:
<p>Texts/Materials:</p> <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>Casablanca</i> • <i>Life is Beautiful</i> • <i>The Boy in the Striped Pajamas</i> • <i>The Book Thief</i> <p>YouTube film clips of Auschwitz Viewing packets Teacher supplements</p>

Unit: 6 / Animation	Recommended Duration: [2 Weeks– Month: May]
Unit Description: This unit will build on existing visual communication knowledge /understanding and will introduce the ever-evolving world of digital filmmaking (CGI). This unit will explore film maker approaches and techniques, and will provide documentary film that demonstrate all aspects of animated filmmaking including pre-production, production, and post-production processes. Students will also recognize and learn about leaders in the Disney and Pixar film industries, and make observations and engage in collaborative discussions with peers about the reasons why animated film is a genre that is noted for its cross-generational appeal.	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How is animation created? • How do people express themselves through animation today? • How has animation changed through time? 	<ul style="list-style-type: none"> • Classic and contemporary animated film contains themes, humor, and special effects that entertain and engage people of every age or generation.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.V.A.1.4.12.B.3 -- Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLS.W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.W10.-- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	<ol style="list-style-type: none"> 1. Students will define and demonstrate understanding of key genre terminology. 2. Recognize artistic leaders in the animated film industry 3. Analyze animated film for thematic elements and wide audience appeal. 	<ol style="list-style-type: none"> 1. Define ‘saturation of detail’ and ‘juxtaposition with the audience’ and ‘Persistence of vision’ 2. Demonstrate knowledge of genre vocabulary within writing tasks and assessments. 3. Identify genre vocabulary in artistic practice within animated film. 4. Analyze animated film for mature themes. 5. Respond in writing to questions concerning theme, character development, and aesthetic elements. 6. Recognize and study leading artists and directors in the animated film industry. 7. Explore the reasons that animated film appeals

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>		<p>to audiences of all ages and social backgrounds.</p> <p>8. Study documentary film that provides authentic genre specific production information.</p> <p>9. Define CGI and explore the ways in which technology has advanced film making.</p> <p>10. Become acquainted with the history of animated film, including the time line of illustrative process.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices	Viewing Assignments Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions	<u>Films:</u> <ul style="list-style-type: none"> • <i>Toy Story</i> • <i>WALL-E</i> • <i>UP</i> • <i>SpiderMan- Into the Spider-Verse</i>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			Viewing Packet Assignments Viewers Writing Response Theme assignment PowerPoint: History of Animation and the rise of CGI Documentary: <i>The Making of Toy Story</i>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback • Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> • Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> • Common experiences or interests • Vary group sizes and objectives. • Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p>

Instructional Strategies:			
<ul style="list-style-type: none"> • Pause briefly after asking a question. • Tell a story, skim a text, or create PowerPoint presentations. 			
Identifying Similarities and Differences			
<ul style="list-style-type: none"> • Engage students in comparing and classifying. 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:			
Essential: CGI, digital, animation, live action, juxtaposition with the audience, saturation of detail, persistence of vision, cross-over film			
Non-Essential: audience, theme			
Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:

Unit Vocabulary:			
<p>Science: Space Exploration</p> <p>Visual and Performing Arts: Animated</p> <p>Film & Characterization</p> <p>Technology: CGI</p>	<p><u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation:</u> Google Sharing</p> <p><u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition:</u> Contest search, research the work of others, and create original work.</p>	<p>___ Global Awareness:</p> <p><u>X</u> Civic Literacy Environmental concerns & responsibility; Global Warming</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><u>X</u> Health Literacy: Obesity</p>	<p><u>X</u> Creativity & Innovation: Study of the production process of film and the director's vision</p> <p><u>X</u> Media Literacy: Animation/In-depth Film Study & analysis</p> <p><u>X</u> Critical Thinking & Problem Solving: Questioning Humanity's Responsibility to the Environment and the Social Contract</p> <p><u>X</u> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): student engagement in film career-based collaborative activities, where leadership roles are chosen or shared.</p> <p><u>X</u> Information & Communication Technologies Literacy: study of theme or message disseminated through the visual arts</p> <p><u>X</u> Communication & Collaboration: active discussion about film elements</p> <p><u>X</u> Information Literacy- documentary study</p> <p><u>X</u> Critical Thinking & Problem Solving: Questioning Humanity's Responsibility to the Environment and the Social Contract</p>

Resources:

Texts/Materials:

DVD Films:

- *Toy Story*
- *WALL-E*
- *UP*

Teacher Created Viewing Packets

Unit: 7 / Documentary	Recommended Duration: [3 Weeks–Months: May]
<p>Unit Description: Given the growing influence of documentaries, it is important that students have the skills to understand and analyze these information sources. This unit helps students to understand that documentaries are a type of storytelling that explores factual stories and issues using film or video. Students will distinguish between fact and opinion, journalism and propaganda, and be prepared to watch documentaries critically. Collaborative discussions and various writing responses should compel students to reflect and to form <i>informed</i> opinions on matters of social and political importance. Students will also consider the power of an individual in the role as activist.</p>	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do people distinguish between fact and opinion? • What are the processes involved in constructing a persuasive message? • How does the media present a point of view about a person, idea, or event? • What is bias and what is propaganda? • How can the individual affect positive change? 	<ul style="list-style-type: none"> • Through engaging journalism, documentary film depicts how social, political, and economic systems/ traditions are challenged by a variety of activist movements. • Accurate knowledge of the roles of citizens, corporations, and governments enables individuals and groups who are in conflict to create change by working within or working against systems of government.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS.TECH.8.1.12.E.1--Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a</p>	<ol style="list-style-type: none"> 1. Students will analyze and interpret documentary film and pictorial and graphic evidence of historical events for credibility. 2. Define and demonstrate understanding of the primary elements of effective rhetoric in film and in text. 3. Students will distinguish between documented fact and propaganda. 	<ol style="list-style-type: none"> 1. Define and practice through collaborative film activities the rhetorical elements of ethos, pathos, and logos. 2. Define and examine examples of political and contemporary propaganda in nonfiction film. 3. View documentary film and make educated decisions as to its credibility, based on prior learning. 4. Identify within film elements of rhetoric and reflect on the film maker’s persuasive effectiveness. 5. Contemplate the role of the individual as

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>question or solve a problem</p> <p>NJSLS.W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.W10.-- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. --Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and</p>		<p>activist, and understand that one can affect positive change.</p> <p>6. Recognize ongoing and/or controversial global problems, build an educated awareness of the details, and debate with peer realistic solutions.</p> <p>7. Identify important activists and journalists, and consider their contributions to society.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Genre Specific Film Assignments Visual & Collaborative Practices	Rhetorical Analysis Project Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions	<u>Films:</u> <ul style="list-style-type: none"> • <i>Inside North Korea</i> • <i>God Grew Tired of Us</i> • <i>Blackfish</i> • <i>Sharkwater</i> Viewing Packet Assignments for each film Written Rhetorical Analysis of each film <ul style="list-style-type: none"> • Ethos • Pathos • Logos Discuss prominent individuals and social/environmental activists: <ul style="list-style-type: none"> • Paul Watson • Rob Stewart • Lisa Ling • John Bul Dau Collaborative debate: Biased v. Unbiased

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
Setting Objectives and Providing Feedback <ul style="list-style-type: none"> • Set a core goal for each unit

Instructional Strategies:

- Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations.

Reinforcing Effort and Providing Recognition

- Peer Sharing & Feedback on Successes
- Private & Positive Teacher Feedback
- Encouraging & Rewarding Participation

Nonlinguistic Representations

- Incorporate words, images, or concrete examples to represent relationships.

Cooperative Learning

- Common experiences or interests
- Vary group sizes and objectives.
- Design group work: appropriate use of social skills and individual and group accountability.

Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)

- Pause briefly after asking a question.
- Tell a story, skim a text, or create PowerPoint presentations.

Identifying Similarities and Differences

- Engage students in comparing and classifying.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:

Essential: Ethos, Pathos, Logos, Rhetoric, Documentary, Bias, Nonfiction, Propaganda, Ethical Journalism, Hermit Kingdom

Non-Essential: Persuasion, Narrator

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Rhetorical Analysis/ Journalism</p> <p>Science: Animal Biology</p> <p>Visual and Performing Arts: Documentary Film</p> <p>World Languages: Sudanese/ subtitled films</p> <p>Social Studies: Foreign Civil War, Refugee status, topical news & events</p>	<p><u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word</p> <p><u>Augmentation:</u> Google Sharing</p> <p><u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p><u>Redefinition:</u> Contest search, research the work of others, and create original work.</p>	<p><input checked="" type="checkbox"/> Global Awareness: World events, problems, cultures</p> <p><input checked="" type="checkbox"/> Civic Literacy: US Intervention & Questions of Civic Responsibility</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy: Documentary study of various business practices, corporate establishment & citizen activism</p> <p><input checked="" type="checkbox"/> Health Literacy: Film documentation of Illness caused through malnutrition or mistreatment</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input checked="" type="checkbox"/> Media Literacy: Nonfiction Film</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: Controversial Political & social problems presented and demanding consideration and resolution</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) : Films documenting the leadership approaches, ideas, and actions – the “how tos” of constructive activism.</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy: Documentary films</p> <p><input checked="" type="checkbox"/> Communication & Collaboration: Student debate and discussion of film topics and messages</p>

Resources:
<p>Texts/Materials:</p> <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>Inside North Korea</i> • <i>God Grew Tired of Us</i> • <i>Blackfish</i> • <i>Sharkwater</i> <p>Aristotle’s Rhetorical Triangle</p> <p>Teacher created viewing Packet Assignments</p>

Resources:

World Maps or online graphic supplements

News articles: Time; New York Times, National Geographic

Unit: 8 / Contemporary Film & Directors	Recommended Duration: [2-3 Weeks, Month:-June]
Unit Description: Today's best modern movie directors take the best of modern technology, talented actors, and intriguing scripts to make movies that will become classics over time. With this final unit, students will experience an esteemed film and a trilogy in the body of work of one such director, Christopher Nolan. Students will watch this comic book hero adult adaptation with a critical eye, exploring Nolan's professional influences, distinctive elements of cinematography and lighting, and his preference for nonlinear plot and timelines.	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What formal conventions distinguish the Marvel/DC adventure film from other genres? • What are the most common thematic concerns of the genre? • How are these films morality tales? • Who is the contemporary film director, Christopher Nolan, and what is his impact on contemporary film? 	<ul style="list-style-type: none"> • Various films reflect the hero's journey and adapt iconic archetypes, that beg the questions, what is 'the hero' and 'what makes' a villain? • Great directors and artists, though inspired by successful predecessors, create in ways new and refreshing.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLS. V.A. 1.4.12.B.2--Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>NJSLSA.R7. -- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLSA.W10.-- Write routinely over extended</p>	<ol style="list-style-type: none"> 1. Students will explore and discuss the thematic concerns of the comic adventure film genre. 2. Students will recognize and retain knowledge of the directorial style of a major modern director. 3. Students will analyze a contemporary for its surprisingly deeper meaning and debate its value as a morality tale. 	<ol style="list-style-type: none"> 1. Define comic book hero and villain. 2. Recognize common genre themes and characteristics of major players. 3. Trace themes and character motivations through four esteemed Nolan feature films. 4. Recognize and Identify trademark style features in a Nolan film, including angles, lighting and casting. 5. Define morality tale. 6. Consider and argue the Batman Trilogy and <i>The Prestige</i> as morality tales. 7. Explain the actor's role in advancing the plot.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences</p> <p>NJSLS.W.11-12.4.-- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>NJSLSA.SL1.-- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2.-- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLS.SL.11-12.1.-- Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLS. L.11-12.1 -- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
Viewing Packet Assignments Collaborative Discussions Visual & Collaborative Practices	Viewing Assignments Quizzes & Tests CSA	Collaborative Partnerships Collaborative Discussions Year-end survey	Films: <ul style="list-style-type: none"> • <i>The Prestige</i> • <i>The Dark Knight</i> • <i>Batman Begins</i>

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> <i>The Dark Knight Rises</i> <p>Teacher- created viewing packets</p> <p>Study the style and film contributions of renown contemporary director, Christopher Nolan, and screenplay collaborator, Jonathan Nolan</p>

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified assignment rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified assignments & rubrics	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> Set a core goal for each unit Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> Peer Sharing & Feedback on Successes Private & Positive Teacher Feedback Encouraging & Rewarding Participation <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> Incorporate words, images, or concrete examples to represent relationships. <p>Cooperative Learning</p> <ul style="list-style-type: none"> Common experiences or interests Vary group sizes and objectives. Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> Pause briefly after asking a question. Tell a story, skim a text, or create PowerPoint presentations.

Instructional Strategies:			
Identifying Similarities and Differences <ul style="list-style-type: none"> Engage students in comparing and classifying. 			
Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
Essential: screenplay, non-linear timeline, 360 rule, mise-en-scene, traditional hero Non-Essential: trilogy, prequel, sequel, summer blockbuster, anti-hero

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: Analyzing Character Motivation & Philosophy Science: Science & Technology in Film Production & Props Visual and Performing Arts: Actor Performance & Directorial Style	<u>Substitution:</u> In many cases, Google Docs to replace Microsoft Word <u>Augmentation:</u> Google Sharing <u>Modification:</u> Using the commenting service in Google Doc to collaborate and to share feedback on a given task. <u>Redefinition:</u> Contest search, research the work of others, and create original work.	<input type="checkbox"/> Global Awareness <input checked="" type="checkbox"/> Civic Literacy: Morality, Motivation, Philosophy <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy: Film Studies <input checked="" type="checkbox"/> Critical Thinking & Problem Solving: predicting, resolving moral conflicts <input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>) <input type="checkbox"/> Information & Communication Technologies Literacy

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			<p><input checked="" type="checkbox"/> Communication & Collaboration: discussions about character motivations and moralities, etc.: good v. evil</p> <p><input type="checkbox"/> Information Literacy</p>

Resources:
<p>Texts/Materials:</p> <p>Films:</p> <ul style="list-style-type: none"> • <i>The Prestige</i> • <i>The Dark Knight</i> • <i>Batman Begins</i> • <i>The Dark Knight Rises</i> <p>Teacher- created viewing packets Teacher Supplements</p>