

**Gr. 6 Film Studies**  
**Length of Course: One Quarter**  
**Revised: 2017 - 2018**

**Curriculum**

**Course Description:** Literature is an incredibly effective way to teach children, but it does not reach all students. Whether they are struggling readers, cannot connect with the subject, or simply do not enjoy reading. Simply stated, books can cause some students to shut down. Although they are not adequate substitutes, movies present alternative ways of telling a story. They also appeal to students who with visual and auditory learning styles.

This course will examine the history of film ranging from silent films to modern classics. Concurrently key concepts from other disciplines will be included into the curriculum in an attempt to lay foundational knowledge, reinforce existing understanding, or deepen understandings of topics related to the students' core classes.

**Big Ideas:** *Course Objectives / Content Statement(s)*

- A basic understanding of film production, writing, and genre can greatly enhance the viewing experience.
  
- Nearly all films offer learning opportunities to those who watch with a keen eye.

<p><b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"><li>● Without words, how can stories be told?</li> <li>● Is film a form of literature?</li></ul>	<p><b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none"><li>● Films are dependent on music, props, setting, camera shots and angles in order to tell their stories.</li> <li>● Films are legitimate forms of literature that can be interpreted, analyzed, and discussed using the same</li></ul>
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<ul style="list-style-type: none"> <li>Beyond entertainment, what value do films hold?</li> </ul>	<p>terminology and concepts one would apply to a literary analysis.</p> <ul style="list-style-type: none"> <li>When viewed observantly, films offer viewers new experiences, lessons, and valuable knowledge in an entertaining way that is often easy to understand and remember than textbook learning.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b> Students will: <i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>Science: MS-LS2-4, MS-LS2-5, MS-ETS1-1, and MS-ETS1-3. Unit</p>	<p><b>Examples, Outcomes, Assessments</b> <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p><b>Instructional Focus:</b> The course will empower students to apply knowledge they have developed in other courses (English, history, science, etc.) films in order to deepen their understanding and appreciation of a movie. Simultaneously, students will be, given the tools to begin viewing films as learning experiences that can introduce them to new ideas, enhance their current knowledge of a topic, and expand their worldview.</p> <p><b>Sample Assessments:</b> -Stop Motion Group Project (Silent Film) -Movie Trailer Group Project (Archetypes/English)) -Mini Documentary Individual Project (Documentaries/Social Studies) -Public Service Announcement Group Project(Science)</p> <p><b>Instructional Strategies:</b> -Teacher Directed: Film techniques, genre introduction. -Whole class: Film discussions. -Group: Problem-based projects mentioned above.</p>

### 3: Interdependent Relationships in Ecosystems

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

#### **Career-Ready Practices:**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

-Individual: Mini-documentary.

#### **Interdisciplinary Connections:**

-**English:** Study of archetypal characters and plots, theme, and visual symbolism.

-**Social Studies:** Application of the eight traits of culture within a documentary.

-**Science:** Environmental impact (The Lorax).

#### **Technology Integration**

-Students will use cameras to film and photograph subject matter for all projects.

-Students will use iMovie or online editing tools to produce movies.

The following apps/extensions will be used to design the technology integrated products:

- [WeVideo](#) used for storyboard development, recording, editing and advanced production tools (green screen, special effects). Student work can be shared in a format similar to Google Classroom, work can be reviewed by teachers, students can collaborate in real-time on each project. ([WeVideo Academy](#) contains tutorials for students to independently follow.)
- Google Story Builder - can be used to develop a story outlining characters, and further develop writing skills to draft text. Can also support music integration
- Flipsnack - use for the development of flipbooks, students can create PDFs that can then be transformed into online books. Students can share and embed into

websites and blogs.

- ❑ YouTube - Timelapse Function can be used to create the stop motion videos. See [tutorial](#)
- ❑ [Stop Motion Animator App](#) - students can use the webcam on the Chromebook or phones to add images to create a stop motion video  
[YouTube Tutorial](#)
- ❑ [Stop Motion Studio](#) - can be used with an iPhone or iPad if students prefer to use this device to choose from 7 effects and change the backgrounds using a green screen
- ❑ [PlayPosit](#) - Teacher directed lessons can use this application to create interactive videos that would require student responses, assessments and discussion at selected points throughout.

Additional tools for unit activities could include:

- ❑ [Pixlr](#) - Photo Editor for students if students choose to take their own photos and need to enhance and/or edit for the documentary and stop motion film
- ❑ [VideoNot.es](#) - Students can take notes while viewing any video from YouTube.  
All notes are saved and sync in a Google Drive folder (timestamped and easy to edit)
- ❑ Google Slides - Using the Explore feature combined with Google Drawing, students can design images for the PSA, archetype and pictures for the trailer.
- ❑ Google Forms can be used to collect feedback for peer assessments upon reviewing trailers and mini-documentaries
- ❑ [MindMup](#) - free online mind mapping tool that can be

	<p>used for brainstorming, note taking and/or threading connections for the work that will be viewed during this course</p> <p>Additional resources:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Film Foundations Curriculum Guides - <a href="#">The Story of Movies</a></li> <li><input type="checkbox"/> <a href="#">How to Close Read the Language of Film</a></li> <li><input type="checkbox"/> <a href="#">Teacher's Guide to Analyzing Motion Pictures</a> - Library of Congress</li> <li><input type="checkbox"/> <a href="#">Teachthought</a> - Teaching with Movies and Film</li> </ul> <p><b>Global Perspectives</b>      -"Happy" Documentary--&gt; Explores the interpretation of happiness as reflected by several cultures around the world. The documentary directly illustrates the eight traits of culture examined throughout the eighth-grade curriculum.</p>
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*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

21st Century Skills:

Creativity and Innovation: Students apply classroom knowledge to subjects that extend beyond structured curriculum.

Critical Thinking and Problem Solving: Students identify and use a variety of technological resources, many of which they must work independently to understand.

Communication and Collaboration: Students work collaboratively on a variety of projects throughout the marking period. They communicate both in person and online to achieve completion of their academic goals.

Information Literacy: Students learn that film is a legitimate source of knowledge and education.

Media Literacy: Students learn about themes found in film.

Life and Career Skills: Children learn how to manage time during long-term projects.

*21st Century Themes (as applies to content area):*

Financial, Economic, Business, and Entrepreneurial Literacy:

Civic Literacy: Identifying bias in the media.

Health Literacy: Identifying the negative impact of advertising on one's mental health.

*21st Century Themes (as applies to content area):*

Financial, Economic, Business, and Entrepreneurial Literacy: N/A

Civic Literacy: Exposure to documentaries opens a new window for students to educate themselves about underreported local, national, and international stories.

Health Literacy : N/A

<b>Instructional Strategies: Supports for English Language Learners:</b>	<b>Differentiation Strategies:</b>		
	<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
	Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
	Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding,	Differentiated materials

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

	feedback)	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading

## Pacing Guide

Date	Objectives	Activities
<b>Day 1</b>	<p>Draft and plan an original flip book story/action sequence.</p> <p>Become familiar with classroom rules and procedures.</p>	<ul style="list-style-type: none"> <li>● Classroom expectations and procedures</li> <li>● Intro Flipbook project               <ul style="list-style-type: none"> <li>○ How to make a flipbook <a href="#">video</a></li> <li>○ <a href="#">Plan flipbook</a></li> <li>○ Begin flip book drawing</li> </ul> </li> </ul>
<b>Day 2</b>	<p>Create and original flipbook.</p>	<ul style="list-style-type: none"> <li>● Continue flip book project</li> <li>● Share flipbooks with class</li> <li>● Watch "<a href="#">How Film Works</a>" youtube video</li> </ul>
<b>Day 3</b>	<p>Discuss the use of comedy in film and storytelling.</p>	<p><b>Chaplin/Silent Film Era</b> <a href="#">Bio</a></p> <p><b>Chaplain Videos</b> <a href="https://www.youtube.com/watch?v=79i84xYeIZI">https://www.youtube.com/watch?v=79i84xYeIZI</a> <a href="https://www.youtube.com/watch?v=kPcEFHA3X0c">https://www.youtube.com/watch?v=kPcEFHA3X0c</a></p> <p><a href="#">Chaplain Playlist</a></p>
<b>Day 4</b>	<p>Discuss the use of comedy in film and storytelling.</p> <p>Examine the way the first cameras and videos were created.</p>	<p>Finish Chaplin Videos</p> <p>Intro Lumiere Brothers and Melies--&gt; Early evolution of film</p> <p>Activity: watch/discuss videos → connect to flipbook → watch the first 5 minutes of each</p> <p><a href="#">Lumiere Brothers Video</a></p>



		<p><a href="#">George Melies Video</a></p> <p>Activity: Watch “Trip To The Moon”</p> <p>With modern music</p> <p>With <a href="#">original</a> music</p> <p>Discuss theme of the movie--&gt; What point is he making?</p> <ul style="list-style-type: none"> <li>- Students divide into groups and discuss what the theme of the film is and use supporting evidence from the film</li> <li>- Use whiteboards to record answers and then discuss together as a class</li> </ul>
<p><b>Day 5</b></p>	<p>Discuss the use of comedy in film and storytelling.</p> <p>Examine the way the first cameras and videos were created.</p>	<p>Finish Chaplin Videos</p> <p>Intro Lumiere Brothers and Melies--&gt; Early evolution of film</p> <p>Activity: watch/discuss videos → connect to flipbook → watch the first 5 minutes of each</p> <p><a href="#">Lumiere Brothers Video</a></p> <p><a href="#">George Melies Video</a></p> <p>Activity: Watch “Trip To The Moon”</p> <p>With modern music</p> <p>With <a href="#">original</a> music</p> <p>Discuss theme of the movie--&gt; What point is he making?</p> <ul style="list-style-type: none"> <li>- Students divide into groups and discuss what the theme of the film is and use supporting evidence from the film</li> </ul>

		<ul style="list-style-type: none"> <li>- Use whiteboards to record answers and then discuss together as a class</li> </ul>
<b>Day 6</b>	Analyze the role and importance of sound in film.	<p>The impact of sound on visual storytelling</p> <p>Activity: Watch clips with and without sound.</p> <p>Rocky <a href="#">with music</a></p> <p>Rocky <a href="#">without music</a></p> <p>Jaws <a href="#">with and without music</a></p> <p>Star Wars <a href="#">with music</a></p> <p>Star Wars <a href="#">without music</a></p> <p><b>Introduce <a href="#">Impact of Sound Mini Project</a>:</b> In groups, students will record a short (30-60 second) clip of them doing a basic task. In wevideo students can add music to the scene (three types) to illustrate the impact music can have on a scene.</p>
<b>Day 7</b>	Create mood in an original film through the use of sound.	<p>Introduce how to use WeVideo</p> <p><b><a href="#">Impact of Sound Mini Project</a>:</b> In groups, students will record a short (30-60 second) clip of them doing a basic task. In wevideo students can add music to the scene (three types) to illustrate the impact music can have on a scene.</p> <ul style="list-style-type: none"> <li>- Student examples</li> </ul>
<b>Day 8</b>	Create mood in an original film through the use of sound.	<p><b><a href="#">Impact of Sound Mini Project</a>:</b> In groups, students will record a short (30-60 second) clip of them doing a basic task. In wevideo students can add music to the scene (three types) to illustrate the impact music can</p>

		have on a scene.
<b>Day 9</b>	Create mood in an original film through the use of sound.	<b><u>Impact of Sound Mini Project:</u></b> In groups, students will record a short (30-60 second) clip of them doing a basic task. In wevideo students can add music to the scene (three types) to illustrate the impact music can have on a scene.
<b>Day 10</b>	Create mood in an original film through the use of sound.  Present original films.	<b><u>Impact of Sound Mini Project:</u></b> Class Presentations
<b>Day 11</b>	Discuss the importance of angles and shots in photographs.	Importance of different shots/angles/close up/zoom out (character traits without language)  Intro to Angles/Shots ( <a href="#">website</a> ) <ul style="list-style-type: none"> <li>- Intro to different angles and shots</li> <li>- Discuss how the angles and distance can affect the shot.</li> </ul> Activity: Angle/Shot Photos ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Use cameras to take photos of different angles of a single object</li> <li>- They should create a background for their object.</li> <li>- The figure and background will remain static, and kids will take a variety of photos from different angles and distances.</li> <li>- They will then discuss how angle and distance can be used to help tell the story.</li> </ul>
<b>Day 12</b>	Discuss the importance of angles and shots in photographs.	Importance of different shots/angles/close up/zoom out (character traits without language)  Intro to Angles/Shots ( <a href="#">website</a> ) <ul style="list-style-type: none"> <li>- Intro to different angles and shots</li> </ul>

		<ul style="list-style-type: none"> <li>- Discuss how the angles and distance can affect the shot.</li> </ul> <p>Activity: Angle/Shot Photos (<a href="#">Directions</a> &amp; <a href="#">Rubric</a>)</p> <ul style="list-style-type: none"> <li>- Use cameras to take photos of different angles of a single object</li> <li>- They should create a background for their object.</li> <li>- The figure and background will remain static, and kids will take a variety of photos from different angles and distances.</li> <li>- They will then discuss how angle and distance can be used to help tell the story.</li> </ul>
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<b>Day 13</b>	Create an original stop motion video focusing on sound, distance, and angles.	<p>Intro Stop Motion Project</p> <ul style="list-style-type: none"> <li>- Student Examples</li> </ul> <p>Stop Motion Project (<a href="#">rubric</a>)</p> <ul style="list-style-type: none"> <li>-2 angles, 2 shots, title</li> <li>-30 seconds (200 pictures minimum)</li> <li>-music</li> </ul> <p><a href="#">Storyboard/Planning</a></p> <ul style="list-style-type: none"> <li>-Map out actions (planning worksheet already made)</li> <li>-Plan angles and distance--&gt; connect angle to mood of the scene and distance to purpose of the shot.</li> </ul>
<b>Day 14</b>	Create an original stop motion video focusing on sound, distance, and angles.	<p>Stop Motion Project (<a href="#">rubric</a>)</p> <ul style="list-style-type: none"> <li>-2 angles, 2 shots, title</li> <li>-30 seconds (200 pictures minimum)</li> <li>-music</li> </ul> <p>** Filming</p>
<b>Day 15</b>	Create an original stop motion video focusing on sound, distance, and angles.	<p>Stop Motion Project (<a href="#">rubric</a>)</p> <ul style="list-style-type: none"> <li>-2 angles, 2 shots, title</li> <li>-30 seconds (200 pictures minimum)</li> </ul>

		-music  ** Filming
<b>Day 16</b>	Create an original stop motion video focusing on sound, distance, and angles.	Stop Motion Project ( <a href="#">rubric</a> ) -2 angles, 2 shots, title -30 seconds (200 pictures minimum) -music  ** Filming
<b>Day 17</b>	Create an original stop motion video focusing on sound, distance, and angles.	Stop Motion Project ( <a href="#">rubric</a> ) -2 angles, 2 shots, title -30 seconds (200 pictures minimum) -music  ** Final Edits and Sound ** Due at end of class on Google Classroom
<b>Day 18</b>	Use public speaking skills to present stop-motion projects.	Stop Motion Presentations - <a href="#">Feedback survey</a> for students  What is a documentary? ( <a href="#">PBS</a> )  Review 8 traits of culture - Discuss what kind of documentaries they would be found in - Brainstorm hypothetical documentaries the traits could be found in
<b>Day 19</b>	Identify and explain the eight traits of culture.	Review the 8 Traits of Culture and Identify in Nat-Geo mini documentaries.  <a href="https://video.nationalgeographic.com/video/short-film-showcase">https://video.nationalgeographic.com/video/short-film-showcase</a>

<b>Day 20</b>	Identify and analyze the eight traits of culture in film.	Start watching documentary (teacher choice) - <a href="#">viewing guide</a>
<b>Day 21</b>	Identify and analyze the eight traits of culture in film.	documentary (teacher choice) - <a href="#">viewing guide</a>
<b>Day 22</b>	Identify and analyze the eight traits of culture in film.	documentary (teacher choice) - <a href="#">viewing guide</a>  Introduce the Ken Burns Documentary project ( <a href="#">Directions</a> & <a href="#">Rubric</a> ) - Student Examples - Ken Burns- <a href="#">Baseball</a>  HW: Use phone/school camera to take photos of your “daily life”

<b>Day 23</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>● “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Planning</li> <li>- Begin taking pictures in school <ul style="list-style-type: none"> <li>- HW: take pics of activities outside of school</li> </ul> </li> </ul> </li> </ul>
<b>Day 24</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>● “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Upload photos</li> <li>- Arrange photos</li> <li>- Compose narration</li> </ul> </li> </ul>
<b>Day 25</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>● “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Upload photos</li> <li>- Arrange photos</li> <li>- Compose narration</li> </ul> </li> </ul>

<b>Day 26</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>• “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Finish uploading and arranging photos</li> <li>- Narrate</li> </ul> </li> </ul>
<b>Day 27</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>• “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Finish Narration</li> <li>- Edits</li> <li>- Finish assignment</li> </ul> </li> </ul>

<b>Day 28</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>• “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- Finish Narration</li> <li>- Edits</li> <li>- Finish assignment</li> </ul> </li> </ul>
<b>Day 29</b>	Create an original self-documentary, utilizing the 8 traits of culture, to emphasize the importance of culture, compassion, and uniqueness.	<ul style="list-style-type: none"> <li>• “About Me” documentary (<a href="#">Directions</a>, <a href="#">Planning</a> &amp; <a href="#">Rubric</a>) <ul style="list-style-type: none"> <li>- present</li> </ul> </li> </ul>
<b>Day 30</b>	Identify the steps of the hero’s journey in film.	<p>TEDx Hero’s Journey Intro (<a href="#">Video</a>)</p> <p>Intro Hero’s Journey plot structure (<a href="#">worksheet</a>)</p> <p>Watch and ID parts of hero’s journey in <a href="#">Fraggle Rock</a></p> <p>Mini docs for comparison to cartoons- which is more effective?  (<a href="#">Video 1</a>)  (<a href="#">Video 2</a>)</p>

<b>Day 31</b>	Identify the different archetypes based on character traits.	Archetypes ( <a href="#">Video</a> & <a href="#">Description Handout</a> )  Activity: <a href="#">Archetype Interview</a> <ul style="list-style-type: none"> <li>- Fill out a questionnaire from the pov of an archetypal question</li> <li>- Other students have to guess what archetype you are</li> </ul>
<b>Day 32</b>	Identify the 12 steps of the Hero's Journey and the 12 archetypes in film.	Hero's Journey Film: <ul style="list-style-type: none"> <li>- Choice among multiple films- create a form that shows trailers for each movie and allows students to vote for their favorite option.</li> <li>- Viewing guide focusing on the 12 steps of the Hero's Journey and the 12 character archetypes</li> </ul> Films: Harry Potter and the Sorcerer's Stone The Karate Kid Nine The Neverending Story Star Wars: A New Hope The Princess Bride The Lion King Moana Back to the Future
<b>Day 33</b>	Identify the 12 steps of the Hero's Journey and the 12 archetypes in film.	Hero's Journey Film- Choice ( <a href="#">worksheet</a> ) <ul style="list-style-type: none"> <li>- Students complete viewing guide during film</li> </ul>
<b>Day 34</b>	Identify the 12 steps of the Hero's Journey and the 12 archetypes in film.	Hero's Journey Film- Choice ( <a href="#">worksheet</a> ) <ul style="list-style-type: none"> <li>- Students complete viewing guide during film</li> </ul>
<b>Day 35</b>	Identify the 12 steps of the Hero's Journey and the 12 archetypes in film.	Hero's Journey Film- Choice ( <a href="#">worksheet</a> ) <ul style="list-style-type: none"> <li>- Students complete viewing guide during film</li> </ul>



<b>Day 36</b>	Produce an illustrated story using the steps of the Hero's Journey and character archetypes.	Introduce the original hero's journey story project ( <a href="#">Outline</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Story must include the 12 steps of the hero's journey</li> <li>- Story must also include 3/6 of the following: metaphor, simile, dialogue, personification, symbolism, hyperbole</li> </ul>
<b>Day 37</b>	Produce an illustrated story using the steps of the Hero's Journey and character archetypes.	Use storybird.com to create an original hero's journey story ( <a href="#">Outline</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Story must include the 12 steps of the hero's journey</li> <li>- Story must also include 3/6 of the following: metaphor, simile, dialogue, personification, symbolism, hyperbole</li> </ul>
<b>Day 38</b>	Produce an illustrated story using the steps of the Hero's Journey and character archetypes.	Use storybird.com to create an original hero's journey story ( <a href="#">Outline</a> & <a href="#">Rubric</a> ) <ul style="list-style-type: none"> <li>- Story must include the 12 steps of the hero's journey</li> <li>- Story must also include 3/6 of the following: metaphor, simile, dialogue, personification, symbolism, hyperbole</li> </ul>
<b>Day 39</b>	Present original storybird creations and provide positive feedback on other students' stories.	<ul style="list-style-type: none"> <li>- Storybird presentations (<a href="#">Outline</a> &amp; <a href="#">Rubric</a>)</li> <li>- -Students will be given the period to read each other's work.</li> <li>- -After they read, students will be given time to comment on each other's work- comments must be specific to how the story portrays The Hero's Journey.</li> </ul>
<b>Day 40</b>	Analyze and discuss the effects of short films in creating and inciting change relating to the environment.	Intro Lorax: How can films be used to incite change? <i>Sample of Films with messages about nature and the environment:</i> Animation about man's impact on the planet: ( <a href="#">Video</a> ) Animation about the destruction of the planet: ( <a href="#">Video</a> ) Animation about water cycle: ( <a href="#">Video</a> )

		Mini Doc about deforestation: ( <a href="#">Video</a> )
<b>Day 41</b>	Identify and analyze the facts that lead to environmental change.	Watch Lorax and complete <a href="#">study guide</a> .
<b>Day 42</b>	Identify and analyze the facts that lead to environmental change.	Watch Lorax and complete <a href="#">study guide</a> .
<b>Day 43</b>	Analyze and discuss the effects of short films in creating and inciting change relating to the environment.	PSA Project ( <a href="#">Outline &amp; Rubric</a> ) <ul style="list-style-type: none"> <li>- Introduce project overview and rubric</li> <li>- Begin research</li> <li>- Decide on format: Students' choice- complete a quick stop motion, hero's journey, psa, or mini-documentary</li> </ul>
<b>Day 44</b>	Analyze and discuss the effects of short films in creating and inciting change relating to the environment.	PSA Project ( <a href="#">Outline &amp; Rubric</a> ) <ul style="list-style-type: none"> <li>- -Students will complete projects today in class</li> <li>- Students' choice: complete a quick stop motion, hero's journey, psa, or mini-documentary</li> </ul>
<b>Day 45</b>	Present original PSA short films.	Presentations of PSA Projects ( <a href="#">Outline &amp; Rubric</a> ) <ul style="list-style-type: none"> <li>- Also allot time to show stop-motion videos from the beginning of the cycle since we were never able to share those</li> </ul>

\*\*\* Days 40-45 is the Environmental Unit. This unit is optional depending on how many days are lost to assemblies, snow days, or extensions for other projects.

# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation Strategies:**

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading