

Summit Public Schools
Summit, New Jersey
Grade Level 10-12
Content Area: Arts
Length of Course: Semester
The Moving Image I & II

Course Description:

The Moving Image I and II are courses that will introduce students to the art of film making and video production. Students will learn and apply skills in pre production (story development, writing, storyboarding, shot planning, etc.) production (filming, lighting, directing, working on a crew, etc.) and post- production (editing, scoring, using special effects, broadcasting, etc.) Students will engage in a variety of projects grouped in modules, which include:

Advertising
Media/News
Film as Art
Documentaries
Educational / Informational Films
Storytelling through Film

Students will also gain experience working as part of a film crew in group projects that utilize the school's TV Studio. Student work completed in this class will help support the district television station.

UNIT 1: Advertising

Standard: 9.4 Career and Technical Education:

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

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

Identify film techniques used in advertising (commercial, PSA, Station IDs, etc.)

Conduct and discuss a Media analysis (Advertisements in television and Internet)

Produce an original advertisement around a school related topic.

<p>Identify the parts of a camera</p> <p>Engineer a video using iMovie or another editing software</p> <p>Discuss ethics in film and advertising and apply them in the creation process.</p>	
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • What is the best way to develop and communicate and image for a brand or product? • What elements of a video make an ad effective / persuasive? • What technical skills are needed to produce a commercial? • How can a public service announcement promote change/awareness of an issue? • What are the ethical concerns related to advertising? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Advertisers identify a target audience to whom they direct their ads. • Effective ads appeal to the audience through both explicit (direct) and implicit (indirect) means. • One must be able to identify the message, the target and the person or group who benefits from an ad to understand its purpose. • Many of the skills, tools and techniques used in film are used in the advertising industry as well. • Viewers must be aware of the ways advertising can appeal to and sometimes manipulate an audience. • Technical skills help produce advertisements that engage the viewer.
<p align="center">Areas of Focus: Proficiencies</p> <p align="center">(Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Strand C: Arts, A/V Technology, & Communication</p> <p>Career Cluster: (1) Audio & Video Technology & Film</p>	<p>Instructional Focus: For this module students will focus on the role of the moving image in television and internet advertising. They will demonstrate knowledge and understanding of the technical aspects of filming with a camera, production and editing of an ad, PSA, station ID, etc. Students will view and analyze ads and produce one of their own.</p>
<p>Students will:</p>	
<p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p>	

<p>9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.</p>	<p>Second year students create advertisements for red ribbon week or the Union County PSA contest depending on the semester. This is a refresher project and reintroduction of skills and concepts taught in the prior course.</p>
<p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>	
<p>9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p>	
<p>9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.</p>	<p>Activities include: “Ad Scavenger Hunt;” Analysis of Media (Ad); identifying parts of a camera; using iMovie for simple editing of a production.</p> <p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <ul style="list-style-type: none"> • PSA • Station ID or Bumper • Local Advertisement • Parody of an existing commercial <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will explore how economics plays a role in advertising as they analyze examples from the medium</p> <p>Technology Integration Students will become proficient in the understanding and application of technology related to filmmaking, including the camera and editing/production software (iMovie)</p> <p>Media Literacy Integration Students will analyze existing ads and present their findings to the class. They will also look at the way advertising is directed to different audiences through different media and the ethical issues raised by advertisements.</p> <p>Global Perspectives Students will explore ads from different cultures and directed at different demographics to evaluate their effectiveness and techniques used.</p>

<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy, Media Literacy, Health Literacy</p>
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Unit 2: Media / News

<p>Standard: 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Media Analysis (broadcast, cable, online, local programming/news)</p> <p>Roles in a production (director, camera person, editor, switcher, etc.)</p> <p>Parts of a production</p> <p>Identifying, entertaining and informing an audience</p> <p>Developing a script</p> <p>Production of a program in the studio</p> <p>Media ethics</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> • How do different media entertain and inform the public? • What is the most efficient and productive system for a production? • What are the important roles in a studio production and what qualities are needed to be successful? • What is the best way to engage an audience? • What are the ethical concerns related to media/news production? • What makes a good script? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • A successful production is dependent upon cooperation and teamwork of the production team. • A production team must be aware of its audience and what will engage it. • In a studio production many essential roles and duties take place behind the camera • A well-written script is essential to a successful, polished production. <p>Viewers must be aware of the ways in which media can be used to appeal to and sometimes manipulate an audience.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Strand C: Arts, A/V Technology, & Communication Career Cluster: (1) Audio & Video Technology & Film</p> <p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p> <p>9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.</p> <p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production</p>	<p>Instructional Focus: For this module students will focus on planning, shooting and producing a segment in a studio setting in the style of a news or talk show. They will show proficiency in understanding and participating in the roles of a production, including writers, directors, crew, editors, etc. They will identify and employ knowledge and skills in the various technology related to studio production, including sound board, switcher, teleprompter, camera, lighting, etc.</p> <p>Second year students create a movie trailer for the school year or their own original HS story. Students will write a script, film and edit their own movie trailer.</p> <p>Activities include: “Lighting Scavenger Hunt;” Analysis of Media (news/talk show format); identifying roles of a crew; use studio technology.</p> <p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <ul style="list-style-type: none"> • News/Feature Segment

<p>process.</p>	<ul style="list-style-type: none"> • Talk Show Interview • Sports Show Segment • Musical Performance in studio <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>Students will develop segments related to local or national issues of interest, or may work with musicians to develop a plan for capturing the best sound and performance.</p> <p>Technology Integration</p> <p>Students will become proficient in the understanding and application of technology related to the studio, including the switcher, soundboard, lighting, etc.</p> <p>Media Literacy Integration</p> <p>Students will analyze existing shows on network, cable, local access and the Internet. They will also evaluate and discuss the ethical issues raised by media coverage of issues.</p> <p>Global Perspectives</p> <p>Students will explore programs from different cultures and directed at different demographics to evaluate their effectiveness and techniques used.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy</p> <p>21st Century Themes (as applies to content</p>

	area): S.T.E.M. (Science, Technology, Engineering, Mathematics)
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Unit 3: Film as Art

<p>Standard: 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p style="padding-left: 40px;">Elements and techniques of editing with iMovie (transitions, timing, etc.)</p> <p style="padding-left: 40px;">Creating tone and mood with images, music and creative elements of film</p> <p style="padding-left: 40px;">Analysis of film as an art form</p> <p style="padding-left: 40px;">Using film to create artistic statement or point of view</p> <p style="padding-left: 40px;">Shots, angles, composition</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What are the artistic elements of film?</p> <p>How are shots, angles and composition of an image used to influence an audience?</p> <p>How does a filmmaker create an effective mood or tone for a work?</p> <p>Is there a place for artistic film making in commercial production?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Film incorporates many of the artistic techniques and elements present in other visual and performing arts. • Filmmakers use shots, composition, music, lighting and other elements to create a mood or tone in a work. • Many artistic techniques for film making are utilized in commercial film making.
<p>Areas of Focus: Proficiencies</p>	<p>Examples, Outcomes, Assessments</p>

(Cumulative Progress Indicators)	
<p>Strand C: Arts, A/V Technology, & Communication Career Cluster: (1) Audio & Video Technology & Film</p>	<p>Instructional Focus: For this module students will focus on the aesthetic aspects of film and how they relate to other visual art forms. They will demonstrate knowledge and understanding of the technical aspects of film editing, including, musical scoring, special effects, voice over and other techniques of post-production. Students will view and analyze examples of artistic film.</p> <p>Second year students will create a silent film. This project covers how film came to be and how visual storytelling and camera angles are important in telling a story. Students should draw from iconic silent films to create their own silent film. The storyline/topic may be given by the instructor or chosen by the students</p> <p>Activities include: “Translating words to film;” Editing techniques and tools in iMovie; applying elements of timing in editing; identifying and employing shot selection.</p> <p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <ul style="list-style-type: none"> • Music video • Poetry or Lyric dramatic reading • Art video • Subject study in film <p>Instructional Strategies/Interdisciplinary Connections:</p> <p>Students will explore how film functions as both an art form as well as a tool for communication. Students will explore examples of film making for artistic purposes.</p> <p>Technology Integration</p> <p>Students will become proficient the use of tools and technology used for aesthetic effect in film</p>
Students will:	
9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.	
9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.	
9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.	
9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.	
9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.	
9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.	

	<p>making (iMovie)</p> <p>Media Literacy Integration</p> <p>Students will analyze Art as a medium of expression and discuss the way messages can be conveyed through an art form like film.</p> <p>Global Perspectives</p> <p>Students will look at artistic film movements from different cultures, regions and time periods.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem-Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Unit 4: Documentary Film

<p>Standard: 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> Editing programs and techniques for documentaries Writing, conducting, filming and editing interviews Gathering and editing B-Roll

<p>Media Analysis (of documentaries)</p> <p>Filming/documenting a subject</p> <p>Ethics of documentary film-making</p> <p>Using Adobe Premiere</p>	
<p align="center">Essential Questions</p> <p align="center"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p align="center"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • What is needed to create an engaging and informative documentary? • What are the most effective editing techniques and effects used in documentary film-making? • What’s the best way to explore a subject through the documentary form? • What are the qualities of the best documentaries? • What is the best way to gather and integrate B-Roll in a film? • What makes a good interview? • What ethical concerns are related to documentary filmmaking? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Documentaries explore a subject in depth and combine artistic elements as well as research and reporting. • Documentaries require careful organization and editing of footage to tell a story effectively. • B-roll is an important tool for keeping the audience engaged in the subject. • A good interview is one that is well prepared for and questions are probing and relevant. • Documentarians must be attentive to how they are portraying their subject and avoid distortion.
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Strand C: Arts, A/V Technology, & Communication Career Cluster: (1) Audio & Video Technology & Film</p> <p>Students will:</p> <p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p> <p>9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.</p> <p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an</p>	<p>Instructional Focus: For this module students will learn the elements of documentary filmmaking, including researching, incorporating B-roll footage, interviews and voice over narration. They will demonstrate knowledge and understanding of the tools and skills associated with editing a documentary using Adobe Premiere. Students will view and analyze examples of documentary-style projects.</p> <p>Second year students will create a mini documentary on a school event, club, or team to be shown on Hilltopper TV.</p>

<p>understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>Activities include: analyzing interviews; Editing techniques and tools in Premiere; creating and integrating B- Roll footage and voice over narration</p> <p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <ul style="list-style-type: none"> College Profile Career Profile Short-form subject-documentary Professional Review Instructional Strategies: Interdisciplinary Connections <p>Documentary filmmaking has its roots in social studies and English. Students will need to research the subject to present it to an audience. Technology Integration Students will become proficient the use of tools and technology used for editing and post-production using Adobe Premiere. Media Literacy Integration Students will analyze the documentary form and how it can be used to present a subject objectively, as well as to present an argument or subjective point of view.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health</p>

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Unit 5: Educational / Informational Film

<p>Standard: 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> Filming a live event or demonstration with multiple cameras Multicam editing Using film for instruction Producing film that educates and informs a target audience Analysis of Media (Educational and/or informational films) 	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>

<ul style="list-style-type: none"> • What are the skills and planning necessary to effectively film a live event or demonstration with multiple camera? • What is the best way to edit a multicam shoot? Why are the benefits of a multi-cam shoot? • How can film be best utilized as a medium for instruction and education? • How does a filmmaker most effectively identify, engage and educate a target audience? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Film is an effective medium for educating and demonstrating an audience. • Multi-cam filming and editing requires careful planning and coordination by the director and crew. • Filming an event in real time requires planning and practice as well as communication between the film crew and on screen talent. • A filmmaker needs to understand what will appeal to an audience visually in order to keep it engaged.
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Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Strand C: Arts, A/V Technology, & Communication Career Cluster: (1) Audio & Video Technology & Film</p>	<p>Instructional Focus: For this module students will focus on communicating information and using film for educational or instructional purposes. They will demonstrate knowledge and understanding of the technical aspects of filming action and demonstrations. Students will view and analyze informational and educational films such as “how to” videos and tutorials and produce one of their own.</p> <p>Second year students will create their own original short film. They must highlight their skills in filmmaking by</p>
<p>Students will:</p>	
<p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p>	

<p>9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.</p>	<p>writing, filming and editing their own original story with dialogue and proper use of technical equipment.</p> <p>Activities include: Researching and writing a script that is well-organized and easy to follow. Analysis of Media</p>
<p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p>	<p>(informational and educational videos); multi-camera filming; using Premiere for multicam editing of a production.</p>
<p>9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p>	<p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <ul style="list-style-type: none"> • Department/course promo or demonstration lesson • How to...video • Field Trip / “Behind the Scenes” Feature
<p>9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.</p>	
<p>9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>Tutorial Instructional Strategies: Interdisciplinary Connections Students will create videos that demonstrate learning and activities in a variety of disciplines. Technology Integration Students will become proficient in preparing and conducting a multi-cam shoot and editing it using studio technology (i.e. switcher or multi-cam editor in Premiere)</p> <p>Media Literacy Integration Students will analyze existing demonstration and how to videos, which are regularly produced and available on TV and Internet.</p> <p>They will explore the way film is used as an efficient means for educational purposes (i.e. iTunes U, Khan Academy)</p> <ul style="list-style-type: none"> • Global Perspectives Students will explore social and ethical issues related to global access to education through videos on the Internet.
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and Career</p>

	<p>Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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Unit 6: Storytelling through Film

<p>Standard: 9.4 Career and Technical Education: All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <p>Film as a narrative form</p> <p>Organizing and planning a sequence to tell a story</p> <p>Writing for speaking/performance</p> <p>Motions/filters/special effects</p>	
<p style="text-align: center;">Essential Questions</p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p style="text-align: center;">Enduring Understandings</p> <p style="text-align: center;"><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> • How do visual images and film tell a story? • What elements of performance are most needed and effective in storytelling on film? • What constitutes a story? • When should a filmmaker use tools and techniques that complement the story being told? • What stories are worth telling? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Visual imagery is a language like any other and we use language to pass on stories. • Stories have character, context, and conflict. • An effective story connects to an audience through aesthetics as well as through the characters and performance. • Stories, to be worth telling, must be meaningful and relevant to the audience. <p>Film techniques such as camera motion, filters, special effects, etc. can be used to complement a story.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>

<p>Strand C: Arts, A/V Technology, & Communication Career Cluster: (1) Audio & Video Technology & Film</p> <p>Students will:</p> <p>9.4.12.C.(1).1 Demonstrate knowledge and understanding of how technical production support can enhance audio, video, and film production systems.</p> <p>9.4.12.C.(1).2 Examine and summarize careers in this pathway to build an understanding of available opportunities.</p> <p>9.4.12.C.(1).3 Employ knowledge and skills related to audio production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).4 Employ knowledge and skills related to video production equipment to demonstrate an understanding of basic tools used in this pathway.</p> <p>9.4.12.C.(1).5 Edit audio and video productions to demonstrate basic production system skills.</p> <p>9.4.12.C.(1).6 Design an audio-video production to acquire an understanding of the entire production process.</p>	<p>Instructional Focus: For this module students will focus on using film for the act of storytelling. They will demonstrate technical and artistic skills developed over the course of the semester to create a project. Students will view and analyze samples of films and videos that use a structure of storytelling to connect with an audience.</p> <p>Activities include: identifying the parts of a story (i.e. exposition, problem/conflict, rising action, climax, resolution); Analysis of Media (storytelling in the media); integrating elements of film production and editing developed throughout the course (i.e. lighting, sound, shots, effects, etc.); storyboarding.</p> <p>Sample Assessments: Students will complete a final project they will propose and develop from several choices, including:</p> <p>My Life (Bio / Autobiography)</p> <p>Spotlight on Summit (Culture)</p> <p>Digital Storytelling</p> <p>“Story Corps” Instructional Strategies: Interdisciplinary Connections Students will explore the structure of storytelling, which they have learned in English, as it applies to film. Technology Integration Students will integrate many of the tools and skills they have acquired throughout the semester for the project they will design and produce. Media Literacy</p> <p>Integration Students will analyze the way storytelling is at the heart of all media we have explored throughout the semester. Global Perspectives: Students will explore the way story structure is present in film and media from all cultures and also reflects the culture of particular places and time periods.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area</p>	<p>Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy Life and</p>

	<p>Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
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