

Orange Public Schools Office of Innovation

Filmmaking



Board Approval Date: November 9, 2021

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"GOOD TO GREAT"

Revised: 8/17/21

Filmmaking Grade(s) 10, 11, 12

Course Description: The final course within the Audio-Visual Technology and Film Program, is designed to place emphasis on project-based learning while taking a hands-on approach to create, produce, and display short films. Students will learn about animation, the art of storytelling, cinematographic elements, video editing, and film promotion through the exploration of film genres and the creation of their own short or feature films.

Scope and Sequence

Timeline	Concepts
Semester 1	<p>Unit 1: Introduction to Screenwriting & Pre-Production (35 - 40 periods, 45 minutes each)</p> <p>Unit 2: Podcasting and Researching (35 - 40 periods, 45 minutes each)</p>
Semester 2	<p>Unit 3: Budgeting & Promotion (15 - 20 periods, 45 minutes each)</p> <p>Unit 4: Art Direction, Set Design & Web Series (15 - 20 periods, 45 minutes each)</p> <p>Unit 5: Writing for Documentary (15 - 20 periods, 45 minutes each)</p>

Unit 1	Intro to Screenwriting, and Pre-Production	Grade(s)	10, 11, 12
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Overview/Rationale

This unit will develop critical thinking skills to construct meaning in written words for students. Students will learn about screenwriting, theme, mood, pre-production process of filmmaking and how they can balance critical thinking concepts in order to develop character, plot, and theme of a story. Students will also learn about technical aspects of filmmaking, and how it is developed into a dramatic concept during production.

New Jersey Student Learning Standards

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

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes.
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols
- CRP1: Act as a responsible and contributing citizen and employee
- CRP2: Apply appropriate academic and technical skills
- CRP3: Attend to personal health and financial well-being

- CRP4: Communicate clearly and effectively and with reason
- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community, interests, achievements, and career aspirations by using a variety of digital tools and resources. ● 9.3.12.AR-AV.2 Demonstrate the use of basic tools and equipment used in audio, video and film production. ● 9.3.12.AR-AV.3 Demonstrate technical support skills for audio, video and/or film productions. 	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> ● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● NJSLSA.W6. Use technology, including the internet, to produce and publish writing.

21 st Century Skills: Check all that apply			
X	Civic Literacy	X	Communication
X	Global Awareness	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Collaboration
X	Financial, Economic, Business, & Entrepreneurial Literacy		Creativity and Innovation
	Environmental Literacy		Other:
Essential Question(s)			
<ul style="list-style-type: none"> ● How would you describe the pre-production process in developing a screenplay? ● How would you describe the “ACTION” in a screenplay? ● How does a writer create voice, mood, and tone in a screenplay? ● How would you describe the proper size and format for a screenplay? ● How would you describe the “INT.” in a screenplay? ● How would you describe, “EXT,” in a screenplay? 			
Enduring Understandings			
<ul style="list-style-type: none"> ● Script writing is based on personal experience, prior knowledge, literature, and imagination. ● The creative development of screenplays. ● Writing voice is necessary for character development. 			
Student Learning Targets/Objectives			
<ul style="list-style-type: none"> ● Analyze and develop stories based off someone else’s ideas. ● Apply the fundamentals of screenwriting to a project. ● Create a short film screenplay. 			
Assessments			
<ul style="list-style-type: none"> ● <u>Pre and Formative</u> – Exit Tickets, Socratic Questioning, and Trivia ● <u>Summative</u>– Quiz and Tests ● <u>Authentic Assessment</u>– Short Films, Skits, Plays, and Podcasts 			

Teaching and Learning Actions

Instructional Strategies to be used in Units 1 - 5 inclusive of G/T, SE, students with 504s and ELL

- Guided notes to help in research assignments (s).
- Teach, practice, and implement procedures using modeling, and role playing.

Teaching and Learning Actions:

Whole Group (Circle/Demonstration) Instructor will demonstrate the steps in writing a screenplay. And engage students in instructional conversation to develop a vocabulary for screenwriting.

Pairing:

Students will be paired into groups of two. They will have to write a 2 -3 screenplay. After they have completed their screenplay they will then paired into a group of 4-5 to shoot the short film.

Pairing – students will be working in pairs of 2 to 2-3D Animation (30 Seconds).

Homework – Study for – Test on the basics of screenwriting.

Video Clips (Listed in Resources)

Note taking – Students will be required to complete a film assessment in class for every film demonstration.

Special education students and students with 504s:

- Adhere to all modifications and health concerns stated in each IEP and 504
- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.
- Use the NEWSLA software, which can revise the reading Lexile level to meet students at current reading level.
- Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines
- Utilize Snap-n-Read and Co-Writer

English Language Learners (ELL) students:

- Use the Britannica launch pack software; give students the option to change the language of the articles.
- Snap and Read Google extension addition. Will read to the student in the language selected.
- Vocabulary Spelling City word banks
- Use visuals whenever possible to support classroom instruction and classroom activities.
- Teacher modeling and written instructions for every assignment

At risk of failure students:

- Give students a MENU/choice option allowing students to pick activities based on interest that address the objectives and standards of the unit.

	<ul style="list-style-type: none"> Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips, Google Expeditions, Peer Support, one on one instruction.
<p><i>Activities:</i></p>	<p>Classroom Activity:</p> <p>Week 1: Download Celtx, and create a Google Slide outline of their film idea with their group. Each team must establish a Genre for their group. Each student will complete a worksheet of their film idea they would like to create as a short film. Students will then share their ideas, and pick the best idea for their group.</p> <p>Students use Celtx to write their 2-page screenplay with their group and Team leaders will establish job roles for their film project.</p> <p>Week 2:</p> <p>Phase 3: Students will go into a group of 4-5 and begin principal photography. Phase 4: Edit the film and export it in Adobe Premiere and iMovie.</p> <p>Week 3:</p> <p>Phase 1: Use another screenplay chosen in class that was completed.</p> <p>Phase 2: Students will go into groups of 4-5 and begin filming the short film.</p> <p>Week 4:</p> <p>Phase 3: Edit the film and export it in Adobe Premiere and iMovie.</p> <p>Week 5:</p> <p>Create a 2-page screenplay, with a partner (continued). Phase 1: Download Celtx.</p> <p>Phase 2: Create a 2-3-page screenplay.</p> <p>Week 6:</p> <p>Phase 3: Students will go into a group of 4-5 to film a short film chosen in class for that week.</p> <p>Phase 4: Edit the film and export it in Adobe Premiere and iMovie.</p> <p>Week 7:</p> <p>Phase 1: Use another screenplay chosen in class that was completed.</p> <p>Phase 2: Students will go into groups of 4-5 and begin filming the short film.</p>

	<p>Week 8:</p> <p>Phase 3: Edit the film and export it in Adobe Premiere and iMovie.</p>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Barbie Leung - N.Y. Award Winning Cinematographer ● Jenny Paul Rothschild - Film Producer/Director ● Khaya Fraites - Actress ● Kaz Karim - Film Director/Writer ● Liz Grosinger Samuel - Film Producer - Montclair, NJ ● Latavia Young - Producer, Youtuber, Tiktoker, Digital Video/Film storyteller/creator ● Mattie Johnson - Film Director/Writer ● Stephen Hill Magnum P.I. CBS ● Daniela Zoe Croci – Owner of Zoe Map Films ● Christina Raia – Seed and Spark Crowdfunding Campaign ● Sadah Espii Proctor - Sound Designer <p>Field Trip - FilmBoot 24 (Cinema Ed and Drew University)</p>

Resources

Video Clips:

Week 1:

Why Most People Fail in Hollywood - <https://www.youtube.com/watch?v=9HYpN0Bauk4>

Fences (2016) Script to Screen – https://www.youtube.com/watch?v=irR_DC2HWn8

How to Format a Screenplay - <https://www.youtube.com/watch?v=XZszextv6yE>

Crash Course Film Production #1 - <https://www.youtube.com/watch?v=TARsoxST0tQ>

Pitching and Pre-production Crash Course #2 - <https://www.youtube.com/watch?v=JE53JL60ihc>

Rebel Without A Cause Trailer - <https://www.youtube.com/watch?v=wXRgAXU1-T4>

Rope (1948) Trailer - <https://www.youtube.com/watch?v=Zhi8f9EWdt4>

Psycho (1960) Trailer - <https://www.youtube.com/watch?v=Wz719b9QUqY>

The Favourite (2018) Script to Screen - <https://www.youtube.com/watch?v=MT5BLnpxb4>

Beautiful Boy (2018) - <https://www.youtube.com/watch?v=cgxyAcCg6ZY>

Shutter Island – Notice the Details - <https://www.youtube.com/watch?v=eVsXVzSse8I>

Lars and the Real Girl (2007) Trailer - <https://www.youtube.com/watch?v=XNcs9DrKYRU>

Blue Valentine (2010) Trailer - <https://www.youtube.com/watch?v=allX69WrRhQ>

Week 2:

Lady Bird – Script to Screen – <https://www.youtube.com/watch?v=-1v3ysui02c>

Pulp Fiction – Script to Screen – <https://www.youtube.com/watch?v=ElvzKJTqrbg>

The Departed – Script to Screen – https://www.youtube.com/watch?v=sm0X0jFIS_0

The Dark Knight – Script to Screen - <https://www.youtube.com/watch?v=qPBybsLqa8o>

Best Dialogue of All Time - <https://www.youtube.com/watch?v=LfdyldJbkxQ>

Scarface – Script to Screen - <https://www.youtube.com/watch?v=Jsjm2hIX8Tc>

Lord of The Rings – Script to Screen - <https://www.youtube.com/watch?v=3DnpK96GhfM>

10 Tips on Writing Better Dialogue – <https://www.youtube.com/watch?v=qfQpJxRP8ew>

La La Land (2016) Script to Screen - <https://www.youtube.com/watch?v=XFi8BAzeawA>

Social Network (2010) Script to Screen - <https://www.youtube.com/watch?v=Pq-2XBNlv64>

Ferris Bueller’s Day Off (1986) Script to Screen - <https://www.youtube.com/watch?v=K8-LdtTtEU>

500 Days of Summer (2009) Script to Screen - https://www.youtube.com/watch?v=aRvp9_rvygE

My Cousin Vinny (1994) Trailer - <https://www.youtube.com/watch?v=IHT6n9o0-kg&vl=de>

Lucky Number Slevin (2006) Trailer - <https://www.youtube.com/watch?v=mGQmSCQrKKQ>

LaKeith Stanfield’s Advice To Aspiring Actors - <https://www.youtube.com/watch?v=n6egkhSd2uc>

Week 3:

Birds (1963) Trailer – <https://www.youtube.com/watch?v=0fJh2gIBoto>

Blackkkklansman (2018) Script to Screen – <https://www.youtube.com/watch?v=0Xuzl2UXgA4>

Pretty In Pink (1986) Scene - <https://www.youtube.com/watch?v=l6uaxfye2lg>

Pretty in Pink (1986) Scene - <https://www.youtube.com/watch?v=8l7LGK2hnQw>

Pretty in Pink (1986) Scene - <https://www.youtube.com/watch?v=250AfhEZQb4>

Pretty in Pink (1986) Scene - <https://www.youtube.com/watch?v=9rOvNBXxYXk>

Get Out (2017) Script to Screen - <https://www.youtube.com/watch?v=ywf-cQblYrw>

The Silence of the Lambs (1991) Script to Screen - <https://www.youtube.com/watch?v=T3dDIGilPKY>

Fight Club (1999) Script to Screen - <https://www.youtube.com/watch?v=lvG0WoRiFuM>

While You Were Sleeping (1995) Trailer - https://www.youtube.com/watch?v=nsJxyUvkB_E

You Can Count on Me (2000) Clip - <https://www.youtube.com/watch?v=XP71dJlnLJQ>

You Can Count on Me (2000) Clip - <https://www.youtube.com/watch?v=MALjtjcdmt8>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=WqO6vJTUOkM>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=eAvVe92mi5k>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=feelOZH7wr4>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=ZlEXOzC6vqE>

Across the Universe (2007) Trailer - <https://www.youtube.com/watch?v=spf7RULGNou>

Across the Universe (2007) Clip - <https://www.youtube.com/watch?v=IDuAIPul6og>

Week 4:

The Breakfast (1985) Trailer – <https://www.youtube.com/watch?v=BSXBvor47Zs>

The Pelican Brief (1993) Trailer – https://www.youtube.com/watch?v=N7seUNbY1_w

Catch Me If You Can (2002) Trailer - <https://www.youtube.com/watch?v=s-7pylxz8Qg>

The Ring (2002) Trailer – <https://www.youtube.com/watch?v=yzR2GY-ew8I>

The Ring (2002) Clip - <https://www.youtube.com/watch?v=u4T5X47MKm4>

The Ring (2002) Clip - <https://www.youtube.com/watch?v=OA6wpEFU-uw>

Juno (2007) Trailer – <https://www.youtube.com/watch?v=NSXx3aIPd44>

Juno (2007) Clip - <https://www.youtube.com/watch?v=NocIDleLTqA>

Nick and Norah's Infinite Playlist Trailer - <https://www.youtube.com/watch?v=YNzzCN4dVFA>

Nick and Norah's Infinite Playlist Clip - <https://www.youtube.com/watch?v=sR4iKRfUwOs>

Juno (2007) Clip - <https://www.youtube.com/watch?v=GOqTRPdrXgc>

Call Me By Your Name (2017) Script to Screen - <https://www.youtube.com/watch?v=BFEqwSdfw7w>

Devil Wears Prada (2006) trailer - <https://www.youtube.com/watch?v=LG0xYJbko8>

Devil Wears Prade (2006) Clip – <https://www.youtube.com/watch?v=2PjZAeiU7uM>

Devil Wears Prada (2006) Clip - https://www.youtube.com/watch?v=b2f2Kqt_KcE

Marie Antoinette (2006) - <https://www.youtube.com/watch?v=yBWYKRoh98U>

Week 5:

Scott Pilgrim Vs. The World – Trailer – <https://www.youtube.com/watch?v=7wd5KEaOtm4>

Tommy Boy (1995) Trailer – <https://www.youtube.com/watch?v=9btKFrFhq28>

Happy Gilmore (1996) Trailer – <https://www.youtube.com/watch?v=y1emDAYCfVQ>

Rules of Attraction (2002) Clip - <https://www.youtube.com/watch?v=pw46kpxHbls>

Rules of Attraction (2002) Clip - <https://www.youtube.com/watch?v=LozIIWJG9Fs>

Four Weddings and a Funeral (1994) - <https://www.youtube.com/watch?v=g-HeV8Z6iXc>

Trailer A Knight's Tale (2001) Trailer – <https://www.youtube.com/watch?v=KzsTKqTq1M>

A Knight's Tale (2001) – Clip - <https://www.youtube.com/watch?v=Nj61hQhTwW0>

Lost in Translation (Trailer) - <https://www.youtube.com/watch?v=6wXjObmziEk>

The Wedding Singer (1998) Trailer - <https://www.youtube.com/watch?v=Yy-TwYB1UQw>

Week 6:

Blade Runner 2049 (2017) - <https://www.youtube.com/watch?v=DVeGrFNZvhY>

The Godfather (1972) Script to Screen - https://www.youtube.com/watch?v=Emky2L8w_Oc

Good Will Hunting (1997) Script to Screen - <https://www.youtube.com/watch?v=k6BLzivJMWA>

The Boxer (1997) Trailer – <https://www.youtube.com/watch?v=TEawHia-ncl>

There Will Be Blood (2007) Trailer – <https://www.youtube.com/watch?v=FeSLPELpMeM>

Mystic River Trailer – <https://www.youtube.com/watch?v=W7NktJhrRYQ>

Devil in a Blue Dress (1995) Trailer - <https://www.youtube.com/watch?v=ZOJ6kPkusYc>

Gone Baby Gone Trailer - <https://www.youtube.com/watch?v=itPTyd3DkEw>

No Country For Old Men (2007) Trailer - https://www.youtube.com/watch?v=38A_WT3-o0

Week 7:

In Good Company (2004) Trailer - <https://www.youtube.com/watch?v=zitEqL-brHA>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=cOE2gQrXchk>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=quJX9XLQe78>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=VFqbGbU8f8o>

Week 8:

Perks of Being a Wallflower Trailer (2012) - <https://www.youtube.com/watch?v=n5rh7O4IDc0>

Pretty In Pink (1986) Trailer - <https://www.youtube.com/watch?v=S-rAFVlr65k>

Some Kind of Wonderful (1987) Trailer - <https://www.youtube.com/watch?v=aNmP7z1Eemo>

She's All That (1999) Trailer - <https://www.youtube.com/watch?v=kl9fYsgduGE>

Felicity TV Show Clip - <https://www.youtube.com/watch?v=WxrHIPOn6RM>

The Fault In Our Stars Trailer - <https://www.youtube.com/watch?v=9ltBvH5J6ss>

Lady Bird Trailer - https://www.youtube.com/watch?v=cNi_HC839Wo

Spectacular Now Trailer - <https://www.youtube.com/watch?v=XDTBLSkUmYk>

Sisterhood of the Traveling Pants Trailer - <https://www.youtube.com/watch?v=VE7F87xP-fo>

Articles: <http://people.uncw.edu/pattersone/resources/notes/narrative.pdf>

<http://www.thecinematheque.ca/inpoint/pdf/pre-production04.pdf>

<http://www.kimhartman.se/wp-content/uploads/2014/12/Summary-of-screenplay-by-syd-field.pdf>

<http://www.elementsofcinema.com/screenwriting/three-act-structure/>

Textbooks/Online Resources:

- How to make a Documentary - <https://www.adorama.com/alc/how-to-make-a-documentary/>
- <https://www.premiumbeat.com/blog/documentary-filming-undercover-and-undetected/>
- Crew Positions for Documentary Films - <https://www.wrapbook.com/blog/film-crew-positions>

Pacing/ Time Frame:

35 - 40 periods, 45 minutes each

Unit 2	Podcasting and Researching	Grade(s)	10-12
Overview/Rationale			
<p>To gain knowledge of different strategies used in effective persuasive writing. Develop oral presentation skills by creating a podcast. Effectively organizing a cohesive argument to present to the class and to understand that persuasive writing is an important skill to learn to be an effective communicator in the media industry.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● CRP1: Act as a responsible and contributing citizen and employee ● CRP2: Apply appropriate academic and technical skills ● CRP3: Attend to personal health and financial well-being ● CRP4: Communicate clearly and effectively and with reason ● CRP5: Consider the environmental social and economic impacts of decisions ● CRP6: Demonstrate creativity and innovation ● CRP7: Employ valid and reliable research strategies ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9: Model integrity, ethical leadership and effective management ● CRP10: Plan education and career paths aligned to personal goals. ● CRP11: Use technology to enhance productivity ● CRP12: Work productively in teams while using cultural global competence 			

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> 8.2.12.F.1 evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 	<ul style="list-style-type: none"> NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the internet, to produce and publish writing.

21st Century Skills: Check all that apply

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

Essential Question(s)	
<ul style="list-style-type: none"> • How are podcasts used in media? • How can I capture my audience’s attention through a podcast? • How do you protect yourself from online publishing or publishing podcasts online? 	
Enduring Understandings	
<ul style="list-style-type: none"> • The key to communicating effectively is research, credibility and understanding your audience. • Effective persuasive writing will result in the audience adopting your viewpoint or ideas as their own. • Recording yourself as you practice asking engaging interview questions will improve your ability to do so with your subjects. 	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> • Describe the difference between scripted and Q&A podcasts and become familiar with a wide range of podcast topics. • Determine how to structure a podcast 	
Assessments	
<ul style="list-style-type: none"> • Pre and Formative – Exit Tickets, Socratic Questioning, and Trivia • Summative– Quiz and Tests • Authentic Assessment– Short Films, Skits, Plays, and Podcasts 	
Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p> <p>(Refer to page 7 for strategies for G/T, SE, students with 504s and ELLs)</p> <ul style="list-style-type: none"> • Guided notes to help in research assignments (s). • Teach, practice, and implement procedures using modeling and role playing. Incorporate pictures/visuals related to camera movements and techniques. 	<p>Whole Group (Circle/Demonstration)</p> <p>Instructor will demonstrate the steps in writing a podcast, how to setup, and promote a podcast.</p> <p>Pairing:</p> <p>Students will be paired into groups of 3. They will have to write a list of questions and topics.</p> <p>Students will have to figure out a name for their podcast.</p> <p>After they have completed a list of questions, they will begin recording their podcast.</p> <p>After they have completed their podcast. They can begin editing their podcast and finally uploading it in Google Classroom.</p> <p>Pairing – students will be working in pairs of 3 for their podcast interviews.</p> <p>Homework – Study for – Test on writing for a podcast</p> <p>Video Clips (Listed in Resources)</p>

	<p>Note taking – Students will be required to complete a film assessment in class for every film demonstration.</p>
	<p>Week 1 - 2:</p> <p>Classroom Activity:</p> <p>Week 1: Pre-Production (Groups of 3) Students will write down questions for their interview. Think of a title for their podcast. Decide who will be the host. Topic: Tell us a story about your school or community: about something that happened there – recently or in the past – which you want your audience to know about.</p> <p>Phase 1: Title for the Podcast</p> <p>Phase 2: Write down questions for the podcast</p> <p>Week 2: Production: (Groups of 3) Students will film, record, and edit the podcast interview (2 episodes up to 5-10 minutes).</p> <p>Phase 3: Film, Record podcast interview</p> <p>Phase 4: Edit in iMovie</p> <p>Week 3: What is the moment in history that all students should learn about?</p> <p>Phase 1: Title for the Podcast</p> <p>Phase 2: Write down questions for the podcast</p> <p>Week 4: Production: (Groups of 3) Students will film, record, and edit the podcast interview (2 episodes up to 5-10 minutes).</p> <p>Phase 3: Film, Record podcast interview</p> <p>Phase 4: Edit in iMovie</p> <p>Week 5: Show us both sides of a debate about an issue that’s important to you.</p> <p>Phase 1: Title for the Podcast</p> <p>Phase 2: Write down questions for the podcast</p> <p>Week 6: Production: (Groups of 3) Students will film, record, and edit the podcast interview (2 episodes up to 5-10 minutes).</p>

	<p>Phase 3: Film, Record podcast interview</p> <p>Phase 4: Edit in iMovie</p>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom Q&A:</p> <ul style="list-style-type: none"> ● Andrew Froening - Cinematographer, Producer, Director ● Jay Palmieri - Filmmaker, Writer, Director - Horror
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <p>How to start a Podcast 7 Steps for Podcasting for Beginners - https://www.youtube.com/watch?v=j2C6FxZuvYU</p> <p>On the Ownership of Ideas - https://www.youtube.com/watch?v=n1Zvv5YBjLw&feature=youtu.be</p> <p>Best Dialogue of All Time - https://www.youtube.com/watch?v=LfdyldJbkxQ</p> <p>La La Land (2016) Script to Screen - https://www.youtube.com/watch?v=XFi8BAzeawA</p> <p>Social Network (2010) Script to Screen - https://www.youtube.com/watch?v=Pq-2XBNlv64</p> <p>Ferris Bueller’s Day Off (1986) Script to Screen - https://www.youtube.com/watch?v=K8-LdttTtEU</p> <p>500 Days of Summer (2009) Script to Screen - https://www.youtube.com/watch?v=aRvp9_rvygE</p> <p>Gone Girl Trailer - https://www.youtube.com/watch?v=Ym3LB0IOJ0o</p> <p>Nightcrawler Trailer - https://www.youtube.com/watch?v=1IEdwqwOttg</p> <p>Birdman Trailer - https://www.youtube.com/watch?v=uJfLoE6hanc</p> <p>St.Elmo’s Fire Trailer - https://www.youtube.com/watch?v=Y46Sw1BUHPs</p> <p>Brick Trailer - https://www.youtube.com/watch?v=3cVzHeJ0Z3I</p> <p>Sling Blade (1996) Trailer - https://www.youtube.com/watch?v=-RLVfo4SZfg</p> <p>Week 2:</p> <p>My Cousin Vinny (1994) Trailer - https://www.youtube.com/watch?v=IHT6n9o0-kg&vl=de</p> <p>Lucky Number Slevin (2006) Trailer - https://www.youtube.com/watch?v=mGQmSCQrKKQ</p> <p>The Net (1995) Trailer - https://www.youtube.com/watch?v=5aFu7s64UmY</p> <p>The Hours (2002) Trailer - https://www.youtube.com/watch?v=TZJCVilXbjQ</p>	

Dirty Dancing (1987) Trailer - <https://www.youtube.com/watch?v=elcmQNY9FsM>

Margot at the Wedding Trailer - Layer Cake Trailer - <https://www.youtube.com/watch?v=e5R4iepdXqo>

Hairspray (2007) Trailer - <https://www.youtube.com/watch?v=SUoG7mqCixI>

A Simple Plan Trailer - <https://www.youtube.com/watch?v=wfJtnfG6EMl>

Week 3:

Birds (1963) Trailer – HYPERLINK "https://www.youtube.com/watch?v=0fJh2gIBOto"
<https://www.youtube.com/watch?v=0fJh2gIBOto>

Blackklansman (2018) Script to Screen – HYPERLINK "https://www.youtube.com/watch?v=0XuzI2UXgA4"
<https://www.youtube.com/watch?v=0XuzI2UXgA4>

Get Out (2017) Script to Screen - <https://www.youtube.com/watch?v=ywf-cQblYrw>

The Silence of the Lambs (1991) Script to Screen - <https://www.youtube.com/watch?v=T3dDIGilPKY>

Fight Club (1999) Script to Screen - <https://www.youtube.com/watch?v=lvG0WoRIFuM>

While You Were Sleeping (1995) Trailer - https://www.youtube.com/watch?v=nsJxyUvkB_E

You Can Count on Me (2000) Clip - <https://www.youtube.com/watch?v=XP71dJlnLJQ>

You Can Count on Me (2000) Clip - <https://www.youtube.com/watch?v=MALjtjcdmt8>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=WqO6vJTUOkM>

Swingers Indie Film (1996) Clip - " <https://www.youtube.com/watch?v=eAvVe92mi5k>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=feelOZH7wr4>

Swingers Indie Film (1996) Clip - <https://www.youtube.com/watch?v=ZlEXOzC6vqE>

Across the Universe (2007) Trailer - <https://www.youtube.com/watch?v=spf7RULGNOU>

Across the Universe (2007) Clip - <https://www.youtube.com/watch?v=IDuAIPul6og>

Week 4:

The Breakfast (1985) Trailer – <https://www.youtube.com/watch?v=BSXBvor47Zs>

The Pelican Brief (1993) Trailer – https://www.youtube.com/watch?v=N7seUNbY1_w

Catch Me If You Can (2002) Trailer - <https://www.youtube.com/watch?v=s-7pylxz8Qg>

The Ring (2002) Trailer – <https://www.youtube.com/watch?v=yzR2GY-ew8I>

The Ring (2002) Clip - <https://www.youtube.com/watch?v=u4T5X47MKm4>

The Ring (2002) Clip - <https://www.youtube.com/watch?v=OA6wpEFU-uw>

Juno (2007) Trailer – <https://www.youtube.com/watch?v=NSXx3aIPd44>

Juno (2007) Clip - <https://www.youtube.com/watch?v=NocIDleLTqA>

Nick and Norah's Infinite Playlist Trailer - " <https://www.youtube.com/watch?v=YNzzCN4dVFA>

Nick and Norah's Infinite Playlist Clip - <https://www.youtube.com/watch?v=sR4iKRfUwOs>

Juno (2007) Clip - <https://www.youtube.com/watch?v=GOqTRPdrXgc>

Call Me By Your Name (2017) Script to Screen - <https://www.youtube.com/watch?v=BFEqwSdfw7w>

Devil Wears Prada (2006) trailer - <https://www.youtube.com/watch?v=LG0xYJJbko8>

Devil Wears Prada (2006) Clip – <https://www.youtube.com/watch?v=2PjZAeiU7uM>

Devil Wears Prada (2006) Clip - https://www.youtube.com/watch?v=b2f2Kqt_KcE

Marie Antoinette (2006) - <https://www.youtube.com/watch?v=yBWYKRoh98U>

Week 5:

Scott Pilgrim Vs. The World – Trailer – <https://www.youtube.com/watch?v=7wd5KEaOtm4>

Tommy Boy (1995) Trailer – <https://www.youtube.com/watch?v=9btKFrFhq28>

Happy Gilmore (1996) Trailer – <https://www.youtube.com/watch?v=y1emDAYCfVQ>

Rules of Attraction (2002) Clip - <https://www.youtube.com/watch?v=pw46kpxHbls>

Rules of Attraction (2002) Clip - <https://www.youtube.com/watch?v=LozIIWJG9Fs>

Four Weddings and a Funeral (1994) - <https://www.youtube.com/watch?v=g-HeV8Z6iXc>

Trailer A Knight's Tale (2001) Trailer – <https://www.youtube.com/watch?v=KzsTKgTq1M>

A Knight's Tale (2001) – Clip - <https://www.youtube.com/watch?v=Nj61hQhTwW0>

Lost in Translation (Trailer) - <https://www.youtube.com/watch?v=6wXjObmziEk>

The Wedding Singer (1998) Trailer - <https://www.youtube.com/watch?v=Yy-TwYB1UQw>

Week 6:

Blade Runner 2049 (2017) - <https://www.youtube.com/watch?v=DVeGrFNZvhY>

The Godfather (1972) Script to Screen - https://www.youtube.com/watch?v=Emky2L8w_Oc

Good Will Hunting (1997) Script to Screen - <https://www.youtube.com/watch?v=k6BLzivJMWA>

The Boxer (1997) Trailer – <https://www.youtube.com/watch?v=TEawHia-ncI>

There Will Be Blood (2007) Trailer – <https://www.youtube.com/watch?v=FeSLPELpMeM>

Mystic River Trailer – <https://www.youtube.com/watch?v=W7NktJhrRYQ>

Devil in a Blue Dress (1995) Trailer - <https://www.youtube.com/watch?v=ZOJ6kPkusYc>

Gone Baby Gone Trailer - <https://www.youtube.com/watch?v=itPTyd3DkEw>

https://www.youtube.com/watch?v=38A_WT3-o0

Week 7:

Being Flynn (Trailer) – <https://www.youtube.com/watch?v=sXdI0slZ3cg>

Far From Heaven Trailer - <https://www.youtube.com/watch?v=lioYhtWTb9Y>

In Good Company (2004) Trailer - <https://www.youtube.com/watch?v=zitEgI-brHA>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=cOE2gQrXchk>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=quJX9XLQe78>

In Good Company (2004) Clip - <https://www.youtube.com/watch?v=VFqbGbU8f8o>

Week 8:

Perks of Being a Wallflower Trailer (2012) - 0" <https://www.youtube.com/watch?v=n5rh7O4IDc0>

Pretty In Pink (1986) Trailer - <https://www.youtube.com/watch?v=S-rAFVlr65k>

Some Kind of Wonderful (1987) Trailer - " <https://www.youtube.com/watch?v=aNmP7z1Eemo>

She's All That (1999) Trailer - <https://www.youtube.com/watch?v=kl9fYsgduGE>

Felicity TV Show Clip - <https://www.youtube.com/watch?v=WxrHIPOn6RM>

The Fault In Our Stars Trailer - <https://www.youtube.com/watch?v=9ItBvH5J6ss>

Lady Bird Trailer - https://www.youtube.com/watch?v=cNi_HC839Wo

Spectacular Now Trailer - <https://www.youtube.com/watch?v=XDTBLSkUmYk>

Sisterhood of the Traveling Pants Trailer - <https://www.youtube.com/watch?v=VE7F87xP-fo>

Articles: <https://resonaterecordings.com/2018/05/how-to-podcast/>

<https://www.thepodcasthost.com/podcast-interviews/great-podcast-interview-questions/>

Additional Resources:

Careers in Visual Effects: <https://www.screenskills.com/starting-your-career/job-profiles/visual-effects-vfx/>

Careers in Post Production - Visual Effects - <https://careertrend.com/about-6619271-job-description-creative-producer.html>

Pacing/ Time Frame:

35 - 40 periods, 45 minutes each

Unit 3	Budgeting and Promotion	Grade(s)	10, 11, 12
Overview/Rationale			
Students will identify the various roles and responsibilities on a TV/Film set and begin to develop a film budget. This unit is designed to teach students the importance of budgeting when planning a production in order to make a profit.			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols ● CRP1: Act as a responsible and contributing citizen and employee ● CRP2: Apply appropriate academic and technical skills ● CRP3: Attend to personal health and financial well-being ● CRP4: Communicate clearly and effectively and with reason ● CRP5: Consider the environmental social and economic impacts of decisions ● CRP6: Demonstrate creativity and innovation ● CRP7: Employ valid and reliable research strategies ● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. 			

- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). ● 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). 	<ul style="list-style-type: none"> ● NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

21st Century Skills: Check all that apply

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

Essential Question(s)

- How would you define a film budget?
- How would you describe the “below the line,” in a film budget?
- How would you describe an “above the line,” for your budget?
- How would you describe a micro-budget film?
- How would you describe or define an IMDb credit?

Enduring Understandings	
<ul style="list-style-type: none"> Budgeting in films is essential to producing movies and television shows. Developing budget lines for movies and understanding how to cut costs when creating films is important. 	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> Recognize the various roles on a movie production set and classify them as above or below the line. Estimate the costs of a project as though it were a professional project. 	
Assessments	
<ul style="list-style-type: none"> Pre and Formative – Exit Tickets, Socratic Questioning, and Trivia Summative– Quiz and Tests Authentic Assessment– Screenplays, Podcasts, and Films 	
Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p> <p>(Refer to page 7 for strategies for G/T, SE, students with 504s and ELLs)</p> <ul style="list-style-type: none"> Reinforce skills of note taking using self-generated step-by-step guide and/or glossaries to completing editing tasks Use Post it notes to jot down unfamiliar terminology 	<p>Whole Group (Circle/Demonstration)</p> <p>Instructor will demonstrate the steps in creating a budget and why it is important.</p> <p>Pairing:</p> <p>Students will be paired into groups of 2. They will have to create a film budget and present it in class and write a pitch (2-3 sentences)</p> <p>Individually students will create their own movie poster.</p> <p>Homework – Study for – Test on budgeting and promotion.</p> <p>Video Clips (Listed in Resources)</p> <p>Note taking – Students will be required to complete a film assessment in class for every film demonstration.</p>
	<p>Classroom Activity:</p> <p>Week 1: Budgeting and Pitch</p> <p>Phase 1: Create a title and pitch for their film. Which actors will be in your movie (Brad Pitt, Angelina Jolie etc)? Explain why Executives should pay you to create your film.</p> <p>Phase 2: Create your presentation for the class.</p> <p>Week 2: Presentation</p> <p>Phase 3: Present to the class for a grade.</p> <p>Phase 4: Edit in iMovie</p>

	<ul style="list-style-type: none"> ● <u>LGBTQ+ Black History Doc Series Pre-Production</u> - <i>Black LGBTQ+ History Documentary follows 8-10 guest speakers discussing the importance of LGBTQ+ Black representation through Black History and Education. The film will showcase 10 influential LGBTQ+ Black Leaders through history who have made an influential impact in the Civil Rights Movement, Gay Rights, Literature, Film, Dance, Arts, and Culture.</i> <p>Week 3: Create a movie poster</p> <ul style="list-style-type: none"> ● <u>LGBTQ+ Black History Doc Series - Production</u> - Students will begin recording their interviews during the weekend as a H.W. Assignment. <p>Phase 1: Rough sketch on paper for the movie poster</p> <p>Phase 2: Create a poster in Adobe Illustrator or Photoshop</p> <p>Week 4: Editing and Presentation</p> <ul style="list-style-type: none"> ● <u>LGBTQ+ Black History Doc Series - Production</u> - Students will begin post-production and begin editing the interviews in Adobe Premiere. <p>Phase 3: Continue editing your movie poster.</p> <p>Phase 4: Present to the class</p>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Brian Dives - Actor ● Natalia Bougadelis - Producer ● K.L. Martin - Screenwriter, WGAE Union ● Cheryl Davis - General Hospital - Staff Writer ● Christopher Albert - Radio Host/Talk Show Host - Junk and Jam Show - Brooklyn, NY <p>Field Trips:</p> <ul style="list-style-type: none"> ● BronxNet T.V. Studio - Tour - Lehman College Bronx, NY ● William Paterson - Communications Department - Radio Station
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <p>Film Budget Breakdown - https://www.youtube.com/watch?v=3xwIZI_lkK4</p> <p>Film Riot – How to plan a Movie Shoot - https://www.youtube.com/watch?v=tuP3aBmSdU8</p> <p>https://www.indieshortsmag.com/articles/short-film/2016/08/5-short-films-on-relationships-in-the-times-of-the-social-media/</p> <p>A Social Life Short Film - https://www.youtube.com/watch?time_continue=432&v=GXdVPLj_plk</p>	

Social Media Short Film - https://www.youtube.com/watch?time_continue=90&v=nUY3H741eKE

The Anti-Social Network Short Film - https://www.youtube.com/watch?time_continue=70&v=e0H6AzEMHSc

Are You Living an Insta Lie? Social Media Vs. Reality - <https://www.youtube.com/watch?v=OEFHbruKEmw>

Insta Life or Insta Lie? Short Film - <https://www.youtube.com/watch?v=KyloRdQau-M>

Week 2:

5 Ways to Promote your Short Film - <https://www.youtube.com/watch?v=1PaPBS43114>

First Steps to Building A Social Media Audience for Filmmakers - <https://www.youtube.com/watch?v=zpnPNuuOCvk>

How to Raise Money for a Movie - <https://www.youtube.com/watch?v=UBgo7pZyTdg>

How to Finance A Movie - <https://www.youtube.com/watch?v=f125iYyWHZk>

Good Will Hunting – My Boy’s Wicked Smart - <https://www.youtube.com/watch?v=hldsJNGCGz4>

Boiler Room Trailer - <https://www.youtube.com/watch?v=1OpL6kKui8Q>

Week 3:

How Mark Harris Sold 10,000 DVD Copies Of His Movie Without a Distributor - https://www.youtube.com/watch?v=a58N_0qB7s

Work A Day Job In The Film Industry by Mark Heidelberger - <https://www.youtube.com/watch?v=e4O4Ccm1SvE>

Run Lola Run (1998) - <https://www.youtube.com/watch?v=9uI2EDppnPk>

Run Lola Run (1998) Clip - <https://www.youtube.com/watch?v=ppeZQ8inevE>

Run Lola Run ACT – Split Screen - <https://www.youtube.com/watch?v=RtjkqsLIYUc>

The Big Short Clip - <https://www.youtube.com/watch?v=3hG4X5iTK8M>

Week 4:

American Gangster (2007) Trailer - https://www.youtube.com/watch?v=BV_nssS6Zkg

American Gangster (2007) Clip - <https://www.youtube.com/watch?v=j4ujHOSbQB0>

American Gangster (2007) Clip - <https://www.youtube.com/watch?v=cXCMz340CRg>

Boiler Room Ben Affleck Speech - <https://www.youtube.com/watch?v=JfIKzReNDF4>

Mission Impossible Trailer - <https://www.youtube.com/watch?v=Ohws8y572KE>

The Truth About Charlie (2002) Trailer - <https://www.youtube.com/watch?v=mkLF6Xh21G8>

The Lone Survivor (2013) Trailer - https://www.youtube.com/watch?v=yoLFk4JK_RM

The Italian Job (2003) Trailer - <https://www.youtube.com/watch?v=5Eyw-Qiwpj0>

The Long Kiss Goodnight (1996) Trailer - <https://www.youtube.com/watch?v=gFIQnVBLgs>

Articles: <https://www.thehurlblog.com/budget-breakdowns-tough-questions-to-ask-yourself/>

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each

Unit 4	Art Direction, Set Design, and Web Series	Grade(s)	10, 11, 12
Overview/Rationale			
<p>In this unit students will apply the basic fundamentals of direction and design to plan, write, and create a mini Web-Series. By planning their own Web-series, students will work to create programming based on their experiences as young adults.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. ● CRP1: Act as a responsible and contributing citizen and employee ● CRP2: Apply appropriate academic and technical skills ● CRP3: Attend to personal health and financial well-being ● CRP4: Communicate clearly and effectively and with reason 			

- CRP5: Consider the environmental social and economic impacts of decisions
- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.F.1 evaluates the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. 	<ul style="list-style-type: none"> ● NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ● NJLSA.W6. Use technology, including the Internet, to produce and publish writing to the Internet and collaborate with others. ● NJLSA.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. ● W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well structured event sequences.

21st Century Skills: Check all that apply

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

Essential Question(s)

- How would you describe the responsibilities of an Art Director?
- How would you describe the responsibilities of a Set Designer?
- How do Set Designers build sets?
- How are artists and designers attuned to their surroundings?
- How would you describe a Web Series?

<ul style="list-style-type: none"> ● How would you describe a Soap Opera? 	
<p>Enduring Understandings</p>	
<ul style="list-style-type: none"> ● Documentaries are a type of storytelling that explores factual stories and issues using film or video. ● Understanding the difference between fact, fiction and opinion is vital in creating documentaries to engage your audience. 	
<p>Student Learning Targets/Objectives</p>	
<ul style="list-style-type: none"> ● Reinforce the concept of digital storytelling. ● Construct a multi-media project by choosing a topic researching information and producing a web series / mini-series. 	
<p>Assessments</p>	
<ul style="list-style-type: none"> ● Pre and Formative – Exit Tickets, Socratic Questioning, and Trivia ● Summative– Quiz and Tests ● Authentic Assessment– Short Films, Skits, Plays, and Podcasts 	
<p style="text-align: center;">Teaching and Learning Actions</p>	
<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> ● Guided notes to help in research assignments (s). ● Teach, practice, and implement procedures using modeling and role playing. Incorporate pictures/visuals related to camera movements and techniques. 	<p>Videos and visual representation will accompany each Budgeting and Promotion theme.</p> <p>Pair non-tech savvy students with a student proficient in technology</p> <p>Whole Group (Circle/Demonstration)</p> <p>Instructor will demonstrate the process of writing documentary films, and how to research factual events to help tell a story.</p> <p>Pairing:</p> <p>Students will be paired into groups of 4-5. They will create their own documentary film. They have to include lighting and set design.</p> <p>Homework – Study for – Test on Vocabulary Terms for Documentary</p> <p>Video Clips (Listed in Resources)</p> <p>Note-taking – Students will be required to complete a film assessment in class for every film demonstration.</p> <p>Special education students/students with 504s:</p> <p>-Adhere to all modifications and health concerns stated in each IEP</p> <p>- Give students a MENU option, allowing students to pick assignments from different levels based on difficulty.</p>

	<p>-Use the NEWELA software, which can revise the reading Lexile level to meet students at current reading level.</p> <p>-Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines</p> <p>-Utilize Snap-n-Read and Co-Writer</p> <p>English Language Learners (ELL) students:</p> <p>-Use the Britannica launch pack software; give students the option to change the language of the articles.</p> <p>-Snap and Read Google extension addition. Will read to the student in the language selected.</p> <p>-Vocabulary Spelling City word banks</p> <p>-Use visuals whenever possible to support classroom instruction and classroom activities.</p> <p>-Teacher modeling and written instructions for every assignment</p> <p>At risk of failure students:</p> <p>-Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit.</p> <p>-Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips,, Google Expeditions, Peer Support, one on one instruction</p> <p>-Constant parental contact</p>
	<p>Week 1 - 2:</p> <p>Classroom Activity:</p> <p>Week 1 -2: <u>Pre-Production – Writing Interview Questions</u></p> <p>Phase 1: Students will write questions for their interview. They must interview 3 – 4 people using one subject or theme without making it look like a sports interview.</p>

	<p>Phase 2: Principal of Photography</p> <p>Week 2 -4: Filming and Editing</p> <p>Phase 3: Edit your footage in iMovie or Adobe Premiere.</p> <p>Phase 4: Export the film and upload it in Google Classroom</p>
<p>Experiences (virtual and live field trips)</p>	<p>Zoom Q&A with Industry Professionals:</p> <ul style="list-style-type: none"> • Students will be paired with an Industry Professional 1 on 1. They will ask 10 questions related to their job role, responsibilities, problem solving strategies on a film set. Each video will be recorded and uploaded to Google Classroom as a Doc Series.
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <p>Experimental Documentary films - https://www.youtube.com/watch?v=cCY-4NxXCU8</p> <p>What is B-Roll? HYPERLINKhttps://www.youtube.com/watch?v=NkELnJ0avgQ</p> <p>B-Roll Explained - HYPERLINK https://www.youtube.com/watch?v=vVdHxadCuNM</p> <p>Point of View in Documentary Films - https://www.youtube.com/watch?v=SKi56cPUSFk</p> <p>RGB Trailer - HYPERLINK https://www.youtube.com/watch?v=biIRlcQgmOc</p> <p>Man on Wire Trailer - https://www.youtube.com/watch?v=5lW6Y0HRyYE</p> <p>Hoop Dreams (1994) Trailer - https://www.youtube.com/watch?v=kjrXyuTnM88</p> <p>Bowling for Columbine (2002) Trailer - https://www.youtube.com/watch?v=hH0mSAjp_Jw</p> <p>Week 2:</p> <p>Super Size Me Trailer - https://www.youtube.com/watch?v=LOvrkkj_T-I</p> <p>What Happened, Miss Simone? - https://www.youtube.com/watch?v=z7jIOawq8y8</p> <p>O.J. Made In America Trailer - https://www.youtube.com/watch?v=HrB3rOcrJxg</p>	

I Am Not Your Negro Trailer - <https://www.youtube.com/watch?v=rNUYdglyaPM>

Food, inc Trailer - https://www.youtube.com/watch?v=eHJiNC_7wuw

March of the Penguins Trailer - <https://www.youtube.com/watch?v=L7tWNwhSocE>

Amy – Documentary (2015) Trailer - https://www.youtube.com/watch?v=_2yClwmNuLE

Week 3:

When We Were Kings (1996) Trailer - <https://www.youtube.com/watch?v=uBauogNmRqY>

Citizenfour (2014) Trailer - <https://www.youtube.com/watch?v=6ADUs8iN7NE>

Tupac Resurrection (2008) Trailer - <https://www.youtube.com/watch?v=ZGbdpYxz31s>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=TQebazOCP4M>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=1tZ2EZxU6w>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=w9yRZoY0stg>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=ejJlihkZTGU>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=hC6jyc9reW0>

Tupac Resurrection (2008) Clip - https://www.youtube.com/watch?v=-yx9JK_HeQc

An Inconvenient Trailer - <https://www.youtube.com/watch?v=mOrHnctozyY>

Week 4:

No Direction Home – Bob Dylan Trailer (2005) - <https://www.youtube.com/watch?v=QOUtzHizr9A>

Love, Gilda Trailer - <https://www.youtube.com/watch?v=1B44XRFotuo>

A Ballerina's Tale – Trailer - <https://www.youtube.com/watch?v=6Y2h6fz2XzQ>

STEP Documentary - <https://www.youtube.com/watch?v=q0RK0z5OHI8>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=L6GbbFXxNpw>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=0BdlXqBXm2o>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=eDSuRvYWIgc>

Style Wars (1983) Documentary - https://www.youtube.com/watch?v=iJs8f0_GQMo

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=pC3kN4BFYUs>

Nas: Time is Illmatic – Trailer - <https://www.youtube.com/watch?v=KTTeO2iXcxE>

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each

Unit 5	Writing for Documentary	Grade(s)	10, 11, 12
Overview/Rationale			
<p>In this unit students will apply the basic fundamentals of direction and design in order to plan and shoot their own documentary. By planning their own mini-documentaries students will learn the proper steps to plan, write, and engage specific audiences.</p>			
New Jersey Student Learning Standards			
<ul style="list-style-type: none"> ● 9.3.12.AR.2 Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities. ● 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.4 Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace. ● 9.3.12.AR.5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways ● 9.3.12.AR.6 Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology & Communications Career Cluster. 			
Career Readiness, Life Literacies, and Key Skills			
<ul style="list-style-type: none"> ● 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global ● 9.3.12.AR.1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster. ● 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology ● 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions ● 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social ● 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. ● 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols ● CRP1: Act as a responsible and contributing citizen and employee ● CRP2: Apply appropriate academic and technical skills ● CRP3: Attend to personal health and financial well-being ● CRP4: Communicate clearly and effectively and with reason ● CRP5: Consider the environmental social and economic impacts of decisions 			

- CRP6: Demonstrate creativity and innovation
- CRP7: Employ valid and reliable research strategies
- CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9: Model integrity, ethical leadership and effective management
- CRP10: Plan education and career paths aligned to personal goals.
- CRP11: Use technology to enhance productivity
- CRP12: Work productively in teams while using cultural global competence

Technology/Computer Science and Design Thinking	Interdisciplinary Standards
<ul style="list-style-type: none"> ● 8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games). ● 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements). 	<ul style="list-style-type: none"> ● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. ● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

21st Century Skills: Check all that apply

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

Essential Question(s)	
<ul style="list-style-type: none"> ● How would you describe the definition of a documentary? ● How would you describe the demographic that would be considered your target audience for documentary films? ● How would you describe the term or phrase “talking heads,” technique in documentary films? ● How does documentary inspire movement and action? ● How does documentary involve less control? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Documentaries use the art of storytelling to explore factual stories and issues using film or video. ● There is a difference between fact, fiction and opinion. ● Documentaries must be research and tell stories in a true and pure form. 	
Student Learning Targets/Objectives	
<ul style="list-style-type: none"> ● Students will be reinforcing the concept of digital storytelling through factual events. ● Students will construct a multi-media project by producing a documentary by researching information. ● Students will create documentaries. 	
Assessments	
<p>Pre and Formative – Exit Tickets, Socratic Questioning, and Trivia</p> <p>Summative– Quiz and Tests</p> <p>Authentic Assessment– Short Films, Skits, Plays, and Podcasts</p>	
Teaching and Learning Actions	
<p><i>Instructional Strategies</i></p> <ul style="list-style-type: none"> ● Reinforce skills of note taking using self-generated step-by-step guide and/or glossaries to completing editing tasks ● Use Post it notes to jot down unfamiliar terminology 	<p>Whole Group (Circle/Demonstration)</p> <p>Instructor will demonstrate the process of writing documentary films, and how to research factual events to help tell a story.</p> <p>Pairing:</p> <p>Students will be paired into groups of 4-5. They will create their own documentary film. They have to include lighting, and set design.</p> <p>Homework – Study for – Test on Vocabulary Terms for Documentary</p> <p>Video Clips (Listed in Resources)</p> <p>Note-taking – Students will be required to complete a film assessment in class for every film demonstration.</p> <p>Special education students/students with 504s:</p> <p>-Adhere to all modifications and health concerns stated in each IEP</p>

	<ul style="list-style-type: none"> - Give students a MENU option, allowing students to pick assignments from different levels based on difficulty. -Use the NEWSLEA software, which can revise the reading Lexile level to meet students at current reading level. -Accommodating instructional strategies. Reading Aloud, Graphic Organizers, Reading Study Guides, one-on-one instruction, class website (Google Classroom) , Handouts, Definition List, Syllabus, Large Print, Outlines -Utilize Snap-n-Read and Co-Writer <p>English Language Learners (ELL) students:</p> <ul style="list-style-type: none"> -Use the Britannica launch pack software; give students the option to change the language of the articles. -Snap and Read Google extension addition. Will read to the student in the language selected. -Vocabulary Spelling City word banks -Use visuals whenever possible to support classroom instruction and classroom activities. -Teacher modeling and written instructions for every assignment <p>At risk of failure students:</p> <ul style="list-style-type: none"> -Give students a MENU option allowing students to pick activities based on interest that address the objectives and standards of the unit. -Modified instructional strategies, Read alouds, Graphic Organizers, Reading Study Guides small learning group instruction, class website (Google Classroom), Syllabus, inclusion of more visuals and Films, Field Trips,, Google Expeditions, Peer Support, one on one instruction -Constant parental contact
	<p>Classroom Activity:</p> <p>Week 1 -2: <u>Pre-Production – Writing Interview Questions</u></p> <p>Phase 1: Students will write questions for their interview. They must interview 3 – 4 people using one subject or theme without making it look like a sports interview.</p> <p>Phase 2: Principal of Photography</p> <p>Week 2 -4: <u>Filming and Editing</u></p>

	<p>Phase 3: Edit your footage in iMovie or Adobe Premiere.</p> <p>Phase 4: Export the film and upload it in Google Classroom</p>
<p>Experiences (virtual and live field trips)</p>	<p>Guest Speakers: Zoom/In Person Q&A:</p> <ul style="list-style-type: none"> ● Brian Dives - Actor ● Natalia Bougadelis - Producer ● K.L. Martin - Screenwriter, WGAE Union ● Cheryl Davis - General Hospital - Staff Writer ● Christopher Albert - Radio Host/Talk Show Host - Junk and Jam Show - Brooklyn, NY <p>Field Trips:</p> <ul style="list-style-type: none"> ● BronxNet T.V. Studio - Tour - Lehman College Bronx, NY ● William Paterson - Communications Department - Radio Station
<p>Resources</p>	
<p>Video Clips:</p> <p>Week 1:</p> <p>Experimental Documentary films - https://www.youtube.com/watch?v=cCY-4NxXCU8</p> <p>What is B-Roll? https://www.youtube.com/watch?v=NkELnJ0avgQ</p> <p>B-Roll Explained - https://www.youtube.com/watch?v=vVdHxadCuNM</p> <p>Point of View in Documentary Films - https://www.youtube.com/watch?v=SKI56cPUSFk</p> <p>RGB Trailer - https://www.youtube.com/watch?v=bilRlcQqmOc</p> <p>Man on Wire Trailer - https://www.youtube.com/watch?v=5IW6Y0HRyYE</p> <p>Hoop Dreams (1994) Trailer - https://www.youtube.com/watch?v=kjrXyuTnM88</p> <p>Bowling for Columbine (2002) Trailer - https://www.youtube.com/watch?v=hH0mSAjp_Jw</p> <p>Week 2:</p> <p>Super Size Me Trailer - https://www.youtube.com/watch?v=LOvrkkj_T-I</p> <p>What Happened, Miss Simone? - https://www.youtube.com/watch?v=z7jIOawq8y8</p> <p>O.J. Made In America Trailer - " https://www.youtube.com/watch?v=HrB3rOcrJxg</p> <p>I Am Not Your Negro Trailer - https://www.youtube.com/watch?v=rNUYdgiyaPM</p> <p>Food, inc Trailer - https://www.youtube.com/watch?v=eHJiNC_7uwu</p>	

March of the Penguins Trailer - <https://www.youtube.com/watch?v=L7tWNwhSocE>

Amy – Documentary (2015) Trailer - <https://www.youtube.com/watch?v= 2yClwmNuLE>

Week 3:

When We Were Kings (1996) Trailer - <https://www.youtube.com/watch?v=uBauogNmRqY>

Citizenfour (2014) Trailer - <https://www.youtube.com/watch?v=6ADUs8iN7NE>

Tupac Resurrection (2008) Trailer - <https://www.youtube.com/watch?v=ZGbdpYxz31s>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=TQebazOCP4M>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=1tZ2EZxU6w>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=w9yRZoY0stg>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=ejJlihkZTGU>

Tupac Resurrection (2008) Clip - <https://www.youtube.com/watch?v=hC6jyc9reW0>

Tupac Resurrection (2008) Clip - https://www.youtube.com/watch?v=yx9JK_HeQc

An Inconvenient Trailer - <https://www.youtube.com/watch?v=mOrHnctozrY>

Week 4:

No Direction Home – Bob Dylan Trailer (2005) - <https://www.youtube.com/watch?v=QOUtzHizr9A>

Love, Gilda Trailer - <https://www.youtube.com/watch?v=1B44XRFotuo>

A Ballerina’s Tale – Trailer - <https://www.youtube.com/watch?v=6Y2h6fz2XzQ>

STEP Documentary - <https://www.youtube.com/watch?v=q0RK0z5OHl8>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=L6GbbFXxNpw>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=0BdlXqBXm2o>

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=eDSuRvYWIgc>

Style Wars (1983) Documentary - https://www.youtube.com/watch?v=iJs8f0_GQMo

Style Wars (1983) Documentary - <https://www.youtube.com/watch?v=pC3kN4BFYUs>

Nas: Time is Illmatic – Trailer - <https://www.youtube.com/watch?v=KTTeO2iXcxE>

Pacing/ Time Frame:

15 - 20 periods, 45 minutes each