

Motion Picture Tech CTE High School - Year 1 2024-2025

Media Literacy Scope & Sequence Planner

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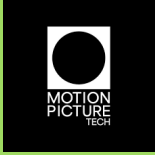
This document will help MPT Leaders:

- **Track defining elements** of our school vision as our curriculum grows, forging the **pathway toward the ideal MPT graduate profile**
- Provide a framework for staff to **clarify and amplify key themes** at each grade level
- **Leverage media literacy** as a connective tissue between our CTE and core academic curricula

NOTE: TMS is training an AI Chat Bot in Notebook LM on the MPT Focus Areas (below) to enable MPT staff to leverage AI efficiency to align innovative ideas with core standards and MPT goals.

Also see Scope & Sequence Support Resources ([below](#))



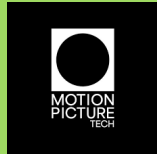


STEP 1: Create Custom MPT 'TAGS'

The next few pages will be used to gather guiding documents and standards that support your mission and mandates.

We will load all of these into our Custom AI Chatbot, and through AI-assisted discussion & workshopping, we will arrive at a list of digestible 'TAGS' that represent the defining elements, standards and values of MPT.

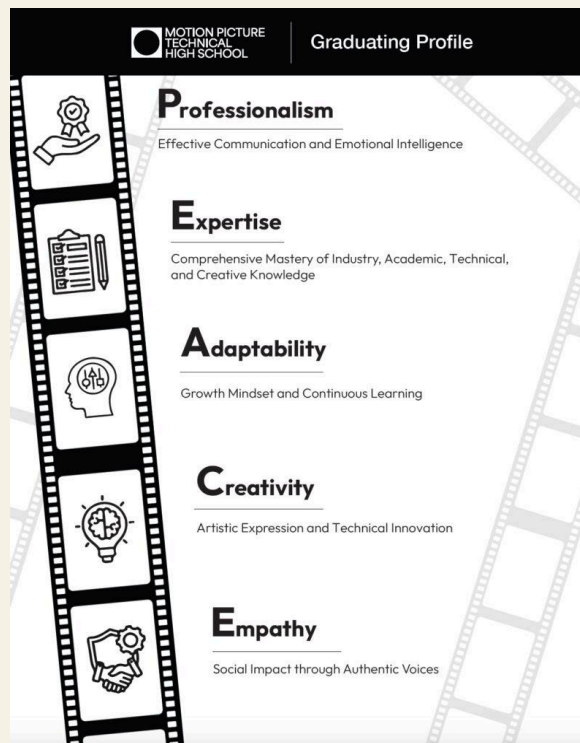
This step will help us see, clarify and amplify key themes at each grade level in our scope and sequence.



STEP 1: Outline School Vision Highlight Key Ideas.

MPT Vision, Profile & Defining Elements

Ingredients we will blend into 'TAGS' and track on the pathway to an MPT graduate profile in our scope & sequence.



MPT P.E.A.C.E. Graduating Profile

Professionalism, Expertise, Adaptability, Creativity, Empathy

- **Professionalism:** effective communication and emotional intelligence
- **Expertise:** mastery of industry **tech skills and creative confidence**
- **Adaptability:** Growth mindset **lifelong learning**
- **Creativity:** **expression** and tech **innovation**
- **Empathy:** social Impact through **authentic voices**

MPT DEFINING ELEMENTS

- Celebrate and foster **diverse** voices & stories
- Industry-aligned curriculum fostering (IATSE) **job-ready hard & soft skills**
- State of the art **(tech) tools** (virtual production studio)
- Students will be **physically Active, Creative and Engaged**
- **Hands-on learning:** write, film & edit their own works of art
- Learn the foundation for **3 CTE creative and technical career paths**

Potential TAGS: Professionalism, Expertise, Adaptability, Creativity, Empathy, Diversity, Access, Active/Hands-on, Engaged, CTE



STEP 1: Gather & Simplify Defining Influences

CTE & Media Literacy Defining Standards

Ingredients we will blend into 'TAGS' and track on the pathway to an MPT graduate profile in our scope & sequence.

MOTION PICTURE CTE FRAMEWORK & KEY CONCEPTS

[Explain what role they play]

Craft Design	Post-Production	Video Production
• Art Direction • Costume Design • Hair & Makeup	• Editing • Visual Effects • Animation	• Camera • Lighting • Sound

Potential TAGS: CTE, Craft, Post, Video, Production

MEDIA LITERACY EDUCATION FRAMEWORK & KEY CONCEPTS

We will use media literacy education to develop the habits of mind to **enable critical awareness and analysis of media messages** along with **flexible digital production skills** that empower students with a **broad range of choices for self-expression, lifelong learning and informed democratic and social participation.**

Goal: full, critical, modern literacy.

ML HABITS OF MIND	ML SKILLS	ML EMPOWERMENT
Critical awareness and analysis, and mindful production and distribution of media messages in all forms	Flexible & adaptable digital production skills	Freedom for self-expression, lifelong learning, and informed democratic participation

FOUNDATIONAL MEDIA LITERACY & TECHNOLOGY STANDARDS

Core Principles of Media Literacy Education, Media Literacy NOW's Scope and Sequence, ISTE National Educational Technology Standards (NETS)

NOTE: A table of Media Literacy core concepts to integrate into this scope & sequence are featured below.

Potential TAGS: ML, MLHabits, Adaptability, Flexibility, Production, Empowerment, Expression, Democracy, Engagement, Civics

MOVING IMAGE BLUEPRINT (MIB)

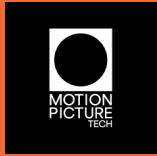
[Explain why they are here]

MIB MAKING	MIB HISTORY	MIB ACADEMICS	MIB INDUSTRY	MIB FUTURE
Moving image making in various media	History and legacy of the art form	Connects moving image to other academic disciplines	Collabs with NYC industry, nonprofit and community orgs	Identify and pursue careers in film, tv, and animation, and become lifelong learners

Potential TAGS: Adaptability, Flexibility, Production, Expression, Career, Futureready, Film History, Core Academics, Bridge

Other supporting resources to load into AI Chatbot

- Roybal curriculum
- Yonkers curriculum (?)
- Illustrative math, Fishtank, etc.



**STEP 2:
Consolidate**

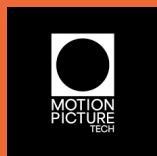
MPT Vision combined with overlapping ML, CTE & Academic Standards

Consolidation of the elements above into bullets.

P.E.A.C.E. Profile + CTE + Media Literacy

These are elements that facilitate P.E.A.C.E. through media literacy that we will track in the curriculum to show HOW the Graduate Profile is reached.

- Representation, production and critical analysis of messages from **diverse voices & stories (MEDIA LITERACY, ANALYSIS, EMPATHY)**
- Reflection and social emotional growth (**Professionalism, Adaptability, Lifelong Learning**)
- Opportunities to practice empathy, respect, and responsible communication in online interactions. (**Empathy**)
- **Self expression** through a range of physical, practical, artistic and digital forms of text
- Published and presented knowledge, creative vision, and experiences through various media, interactive, and live forums.
- Proficient in **standards**: CTE, Regents, Humanities
- Can **access, evaluate** and **critically analyze texts in a variety of forms**
- Is prepared with **flexibility** for changes in how we learn, create and interact with others using technology
- Can **make choices for expression** to **interact** with an awareness of the needs of their **audience** and that leverage their **personal talents, interests and abilities**



STEP 3: Decide on TAGS

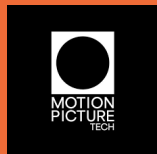
MPT Student Profile “TAGS”

Boiling down the essence of the school into words we internalize and track.

TAGS we will track in our Scope & Sequence [DRAFT]

TAG	Summary	TAG	Summary
DIVERSE	Celebrate and foster diverse voices & stories (also see empathy); Develop empathy through interacting with others' stories	CORE	Proficient in college and career ready academic skills and standards : Regents, Humanities; Core academic skills reinforced
SEL	Self-aware habits of reflection and social emotional growth for balance & mental health (on/offline)	ML	Media Literate: Can access, evaluate and critically analyze texts, and create media across all forms for creative expression, empowerment and civic action
CREATIVE	Can make creative choices for expression to interact with audiences, leveraging their personal talents, interests and abilities	FLEX	Adaptable, flexible and future ready : Is prepared with adaptability and flexibility for changes in how we learn, create and interact with others using technology
ACTION	Published and presented through a variety of media, interactive and live forums for a deliberate (social, political, entertainment, career) purpose	MINDFUL	Can make choices for expression to interact with an awareness of the needs of their audience and that leverage their personal talents and abilities
ACCESS	Hands-on access to state of the art tools of the film industry and professional mentors	CTE	College and career ready with specialized skills and knowledge in Craft, Production & Post-Production
FIT	Develop fitness for the movement and physical demands of film production work.	JOY	Celebration of life, work, growth, fun, each other...

PROFESSIONALISM: ACCESS, ML; **EXPERTISE:** CORE, CTE; **ADAPTABILITY:** FLEX, FIT; **CREATIVITY:** CREATIVE, ML; **EMPATHY:** SEL, DIVERSE, MINDFUL



**STEP 4: Lay out
& TAG your
curriculum**

Build the MPT Scope & Sequence Year by Year

TEMPLATE

G^{rade} **Class/Time Period**

Student Profile Focus
Tagline of the big ideas.

UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME
Blurb: Short pitch of what kids do.	Blurb:	Blurb:	Blurb:
Practice: Summary/keys of what will happen. Outcomes/Essential Question(s): What kids will learn.	Practice: Outcomes:	Practice: Outcomes:	Practice: Outcomes:
TAGS: List tag; + key ideas on how they are unlocked. * NOT all TAGS will be met in each practice.	TAGS:	TAGS:	TAGS:
Parking Lot (TBD): (challenges, learning and unanswered questions that need to be addressed to succeed at the above) <i>Example: "We need more CORE skills and collaboration!"</i>			

9th ELA Film Integration/2025-2026

Student Profile Focus

Recognizing film as text – to be critically analyzed and mindfully crafted

THE CENTRAL PARK FIVE: MEDIA FRAMING OVER TIME // (CRITICAL MEDIA DECODING ACTIVITY)

OCTOBER

Blurb: Students will analyze how visual media – from news photos to film publicity – frames the narrative of the Central Park Five (now Exonerated Five) across different time periods, examining purpose and impact.

Practice: Students will use **Constructivist Media Decoding (CMD)** to analyze a curated collection of images related to the **Central Park Five case**. They'll compare news photos, exoneration images, book covers, and film publicity stills, using guided questions to understand how visual details, composition, and context shape public perception and narrative.

Outcomes: Students will analyze subject representation across visual mediums/time, noting emphasized/absent details; Evaluate visual information credibility/accuracy, recognizing media biases; Understand media's role in shaping perceptions and societal issues (racism, culpability); Determine creators' point of view/purpose and how choices advance it.

Resources: [SEE Document](#), Lesson Plan (link TBD)

CORE: Analyze accounts across mediums; determine author's/director's purpose; evaluate arguments; integrate sources; use textual/visual evidence

CTE: Analyze media using film language (shots, angles, framing); identify techniques for storytelling.

ML: Access, analyze, evaluate visual media messages; recognize bias; assess credibility

DIVERSE: Celebrate diverse voices; examine race and justice; amplify marginalized voices

FLEX: Adapt analytical skills to visual media; understand meaning in images

EMPATHY: Consider media's impact on individuals/communities; foster social awareness

RE-FRAMING A MIRABAL SISTER'S STORY: A CINEMATIC INTERPRETATION // (MINDFUL MEDIA MAKING PROJECT)

DECEMBER/JANUARY

Blurb: Students will artistically re-frame a significant moment from *In the Time of the Butterflies*, utilizing specific film techniques to intentionally convey a new or clarified perspective on events or characters.

Practice: create storyboards to re-frame a key moment using film language to state your artistic purpose. Create a short film scene (optional)

Outcomes: Students will critically analyze how subjects and characters are represented across literary and visual mediums, thinking about how author's choices emphasize or leave out details to shape stories and influence how people see the world; they will connect literary concepts to their storyboards demonstrating understanding of connections and differences between film and literary storytelling and how they can create understanding and connect with their audience

Resources: Lesson Plan (link TBD)

CORE: Connect ELA themes of voice, agency, identity, and justice to visual storytelling; analyze and adapt narratives across mediums

CTE: Film language (shots, angles, framing)

ML: Evaluate & create; habits of deep reading media texts & intentional design

ACTION: Empower students to become informed media creators, applying critical analysis to real-world issues and using media for deliberate social or artistic purpose

Parking Lot (TBD): What is the correct amount of text to include in these cells? How much is most useful for our needs? Do we link to full lesson plans?

9th CTE Film/Fall Term 2025-2026

Student Profile Focus

Critical analysis of filmmaking language; est. vocabulary; collaborative professionalism & mindful storytelling.

WATCH PARTIES	SHOW NOT TELL (SEPT)	PRODUCTION 1: IDENTITY	META MOVIE: INDUSTRY COLLAB
Blurb: Students critically analyze short films.	Blurb: Students represent emotion using film language.	Blurb: Groups collaborate to adapt student writing into short films on identity.	Blurb: Small group of students create a behind the scenes film of this moment in their school experience.
Practice: Daily 'Watch Parties' where students analyze and discuss short films/clips connecting evidence of film language to author's intent (See: <u>Constructivist Media Decoding</u>) Outcomes: Identify filmmaking techniques across diverse content, and build habit of analyzing filmmakers' decisions and intent; Establish routine class activity.	Practice: Students create storyboards with text connecting shot choices with intended effect on the audience. Outcomes: Collaborate to storyboard and film sequences of camera shots, exploring mindful use of framing, shot choice, and movement to represent a human emotion.	Practice: Storyboard will include placeholders for explanation of how each frame's composition corresponds to the original language. Outcomes: Combine film knowledge and production skills to collaboratively craft a peer's story for a real audience.	Practice: Students choose a style of filmmaking and activate what they have learned to share with a real audience how their experience in school through this point has unfolded. Outcomes: Combine film knowledge and production skills to reflect on a learning experience for a real audience.
ML: Analyze, Decode CTE: define and understand effect of framing, shots, movements DIVERSE: Shorts are chosen from a breadth of storytellers FLEX: expand critical reading to motion pictures/visual storytelling CORE: ELA connect to writing themes of point of view, authors intent	ML: Access, Evaluate, Create CTE: professionalism, collaboration, crew dynamics and logistics; camerawork to execute shots; vocabulary. CORE: ELA using descriptive language to describe feeling, and connecting that to visual language.	ML: Access, Evaluate, Create DIVERSE: All students' voices and identities are represented and celebrated. Personal choices of representation are shared and discussed. CTE: Collaboration; Professionalism; Pre-Post Production process; CORE: Students adapt details from their writing into visual language; interrogate word choice as a result.. ACT: Self expression through film.	ML: Access, Evaluate, Create, Act CTE: Reinforces fundamentals learned in unit 1; FLEX: Experience using filmmaking to play a role in their learning experience by critiquing a school experience. Surveying and taking a position through collaborative filmmaking. CORE: Achieve author's purpose of informing, persuading, and/or entertaining through creative voice. ACCESS: Students will work with a

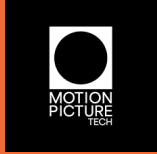
			media literacy production org to guide the experience.
Parking Lot (TBD): (challenges, learning and unanswered questions that need to be addressed to succeed at the above)			

9th MATH/2025-2026

Student Profile Focus

Tagline of the big ideas.

UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME	UNIT/ACTIVITY NAME
Blurb: Short pitch of what kids do.	Blurb:	Blurb:	Blurb:
Practice: Summary/keys of what will happen. Outcomes/Essential Question(s): What kids will learn.	Practice: Outcomes:	Practice: Outcomes:	Practice: Outcomes:
TAGS: List tag: + key ideas on how they are unlocked. * NOT all TAGS will be met in each practice.	TAGS:	TAGS:	TAGS:
Parking Lot (TBD): (challenges, learning and unanswered questions that need to be addressed to succeed at the above) <i>Example: "We need more CORE skills and collaboration!"</i>			



**STEP 4: Lay out
& TAG your
curriculum**

ALTERNATIVE FORMATS

TEMPLATE 2: BLOCKS TO BE ALIGNED IN A FULL MAP IN THE FUTURE

The following table has been used to build department-wide practices that will be aligned into a media literacy scope and sequence in their long-term plan.

NOTE: Copy/Paste in one document or into separate documents per each academic department to set and map specific media literacy goals each year.

9 Meta Documentary: Finding your place at MPTHS

PRODUCTION 1: "f" & Camera Operation	Production 1:	Production 1: Identity short films
Summary: CTE review: CTE new: MPT: ML: Core: ELA Identity personal narratives	Summary: CTE review: CTE new: MPT: ML: Core:	Summary: CTE review: CTE new: MPT: ML: Core:

Tech: Prep & PD Plan: Camera/Card prep; CMD intro;	Tech: Prep & PD Plan:	Tech: Prep & PD Plan:
Parking Lot: (challenges, learning and unanswered questions that need to be addressed to succeed at the above)		

MPT: Defining school pillar **CTE:** Career & Technical Ed. **ML:** Media Literacy Core Concept **Core:** Core Curriculum Overlap

9 Film CTE: *First Film Production - Identity*

PRODUCTION 1: "Watch Party" & Camera Operation	Production 1:	Production 1: Identity short films
Summary: "Watch party" Students analyze film elements in a diverse selection of short films; Students identify shots (and purpose?) then practice by capturing their own shots. CTE reinforced/assessed: basic camera operation (stills of each shot, on-set language: speed, action, cut) CTE Introduced: ID film shot vocabulary (& purpose); shots, angles, professionalism MPT: Diversity texts in 'Watch Party' activity features diverse filmmakers ML: Actively engage with media content, analyze messages, and think critically about how media is crafted; Constructivist Media Decoding (CMD); Try to create a mood/tell a story with your shots CFM (?): Tech Needed: SD cards, Card Reader, Cameras Prep & PD Plan: Selection of short films; Camera/Card prep; CMD intro; Student film handbook;	Summary: CTE review: CTE new: MPT: ML: Core: ELA Identity personal narratives Tech: Prep & PD Plan:	Summary: Digital Student Skills Needed: Resources Needed: ISTE: ELA Crossover: Prep & PD Plan:
Parking Lot: (challenges, learning and unanswered questions that need to be addressed to succeed at the above)		

MPT: Defining school pillar **CTE:** Career & Technical Ed. **ML:** Media Literacy Core Concept **Core:** Core Curriculum Overlap

TEMPLATE 3: THE LONG TERM ALL GRADE CURRICULUM MAP

In this layout, there is an optional ALL GRADES table to set a schoolwide focus for media literacy, digital skills and other tech-related programs, followed by a table for each grade level for laying out components of each initiative they will take on during the school year.

OPTIONAL: Copy and paste the following tables to set grade-specific broad goals for the year in media literacy; Add these above each grade band in **TEMPLATE 1** to assist in tracking ISTE standards and media literacy.

9 Film CTE		[EXAMPLE: Extending classroom teaching and engagement through media production; Close Reading of Digital Texts; Participation in online Community; Digital Authoring; Digital Citizenship]
		[EXAMPLE: Coding, Typing, Word Processing/Formatting, Internet research, Presentations & Storytelling]
		[EXAMPLE:
		[EXAMPLE: Google Apps for Education (3-5), CS4All K-5, Google Classroom (3-5), iReady, Raz Kids]

9

Humanities

[EXAMPLE: Extending classroom teaching and engagement through media production; Close Reading of Digital Texts; Participation in online Community; Digital Authoring; Digital Citizenship]

[EXAMPLE: Coding, Typing, Word Processing/Formatting, Internet research, Presentations & Storytelling]

[EXAMPLE:

[EXAMPLE: Google Apps for Education (3-5), CS4All K-5, Google Classroom (3-5), iReady, Raz Kids]



THE MEDIA SPOT

MEDIA MAKE REFLECT DISCUSS ACT GROW REPEAT LITERACY



SCHOOL VISION +
MEDIA LITERACY =
MODERN GRADUATE



Support Resources for Using this Template:

Media Literacy Building Blocks Broad strands to track integration	16
UNIFYING MEDIA LITERACY THEMES	16
PRODUCTION SKILLS THAT ENABLE MEDIA LITERACY	16
MEDIA LITERACY SKILLS AND HABITS OF MIND	16
Media Literacy Resource Library	17
Unit Planning Shorthand within the scope & sequence	17
Other Unit Components to Consider	17
Strategies for using this Scope & Sequence (S&S)	
Strategies for using AI trained on this Scope and Sequence	19

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Media Literacy Building Blocks *Broad strands to track integration*

Use these tracks and themes to help envision the content areas you might build into your curriculum related to areas within media literacy

UNIFYING MEDIA LITERACY THEMES

1. Expand reading and writing to include critical consumption and production of all forms of media to facilitate lifelong learning.
2. Build skills to participate in the modern culture: creatively, collaboratively, independently, flexibly.
3. Media literacy and digital citizenship are keys to safe, active and mindful participation in communities; online, within this school and beyond.
4. Media literacy concepts and digital skills will be taught to unlock students' ability to address concepts and content related to standards-based essential questions and real-world problem-solving.

PRODUCTION SKILLS THAT ENABLE MEDIA LITERACY

Basic Operational Skills <i>ACCESS</i>	• on/off • responsible use • mouse/mouse pad; swipe/drag/zoom/pinch... • word processing, file & project management • online and remote collaboration
Visual Presentations <i>ACCESS, EVALUATE, CREATE, ACT</i>	• designing presentations tailored to audiences/contexts combining text, images, links and embedded media • digital presentation-making through a variety of platforms
Graphic Design & Visualizing Data <i>ACCESS,, CREATE, ACT</i>	• image making and altering • combining media to make graphics (photos, hand-made digitized art, AI generated, etc.) • presenting data visually through spreadsheets, charts, graphs and infographics
Coding & Gaming <i>ACCESS, EVALUATE, CREATE</i>	• taking apart, tinkering, and building simple games & algorithms using computer languages (code) • understanding the role of code and algorithms in online experiences • understanding gaming as interactive storytelling
Flexible Digital Storytelling <i>ACCESS, EVALUATE, CREATE, ACT</i>	• adapting writing to different forms of media • videography & photography (framing, shots, angles) • digital story editing (code, video, audio, image, movement)

MEDIA LITERACY SKILLS AND HABITS OF MIND

Information/New s Literacy <i>ACCESS, ANALYZE, EVALUATE</i>	• access information using search strategies • evaluate media messages as they relate to author, point of view, where they are published, fact and opinion, and establish credibility of sources • awareness of algorithms, confirmation bias, and economies of attention
Critical Decoding (Reading) <i>ACCESS, ANALYZE, EVALUATE</i>	• understand print, video, code, etc. as different forms of text, made by authors each with unique points of view • recognize that all media is created by authors with inherent bias and points of view • develop habits of mind to ask key questions when encountering any media message
Digital Citizenship <i>ANALYZE, EVALUATE</i>	• social emotional awareness w/in social media (I am a member of a community; media is an extension of the real world; cyberbullying, online safety) • analyze personal relationship to media; attention economy • privacy, digital footprint & online identity • fairness: copyright & fair use, AI as an ethical resource
Mindful Digital Authorship <i>ANALYZE, CREATE, ACT</i>	• analyze what tools for expression and action are best for a task and personal strengths as a communicator • analyze relationship between self and audience • create and publish for real world audiences • act using media to affect community

- adaptability to emerging media formats

Core Content in Media Literacy

Areas of our media environment, media modes and languages, and our relationship to media to teach into (Credit: University of Rhode Island Media Education Lab)

Media and Democracy: Exploring media's role in political communication, regulation, and challenges to democracy

History of Media: Evolution of media types, forms, and their historical impact

Social Media Structures: Analyzing the impact of algorithms, social media interactions, and their influence on emotions and behaviors

Techniques of Persuasion and Framing: Understanding advertising, media framing, and persuasive techniques

Journalism Ethics: Understanding standards, ethics, and practices in journalism and news production

Civic Discourse and Free Speech: Exploring the First Amendment, civic topics, and ethical participation in civic discussions

Surveillance and Privacy: Exploring surveillance technologies, data literacy, and the implications of the attention economy

Media and Social Justice: Examining issues like social justice, environmental justice, and media's role in promoting or hindering them

Generative AI and Digital Media: Understanding AI-generated images, information, and their ethical and cultural implications

Media and Sustainability: Understanding how media impact the environment, sustainability efforts, and global issues

Deciding Who and What to Trust: How people make decisions about trusting experts and influencers

Regulation of Media: How the First Amendment and other local, state, and federal laws affect media systems in society

Formal Features of Media: Teaching how to decode explicit and implicit meanings through formal media elements

Visual Literacy: How images express feelings and ideas in ways that are different from words

Emotions, Values, and Story Structures: Noticing how authors design stories, characters, and conflicts to evoke audience feelings and convey values

Fandom and Pop Culture: Explore why and how people experience feelings of pleasure and belonging as media consumers

News Genres: Why different types and forms of news and information are proliferating because of the way people access digital content

Evaluating Sources: Assessing the credibility of content, identifying misinformation and disinformation, and distinguishing between fact and opinion

Disinformation and Propaganda: How information and entertainment are weaponized in ways that deepen partisanship

Representation: Understanding why stereotyped representation of race, gender, culture, and social identity are persistent in media messages

The Psychology of Media Use: Understanding habits, engagement, and how media influences behaviors and decision-making

Personal Biases and Perspective Taking: Recognizing one's own biases and how they may shape interpretations and influence intergroup conflict

Digital Identity: Learning about the lasting impact of online actions, digital footprints, and privacy

Media Literacy Resource Library

Curate training, inspiration, lesson plans and more. Curate your own additional resources as you develop your plan. Feed them to a Notebook LM to train a private AI resource on this material to index it and suggest new lessons.

[The Media Spot](#) (Project Archives and Planning Resources)

[Project Look Sharp](#) ('Constructivist Media Decoding' lesson library and PD support)

[PBS Learning Be MediaWise](#) (Lesson Plans)

[KQED Above the Noise](#) (Teen Focused video Series)

[Common Sense Media](#) (K-12 Digital Citizenship Lessons)

[Media Education Lab](#) (Curriculum Resources, Research & Context)

[News Literacy Project](#) (Lessons)

[Newseum](#) (News Literacy teaching resources and artifacts; archived in 2019)

[NAMLE.Net](#) (Core Concepts, Teaching Practices, Organizational Members)

[Media Literacy Week](#) (Resource sharing from around the country)

Developing Unit Planning Shorthand *within the scope & sequence*

Customize a digestible set of tags that help your team see what they need to see.

Unit 'TAG' examples

[UNIT TITLE]: ML Concept or Skill Strand + Project Type or Tool + Content Tie-in (optional) (example: Digital Storytelling - iMovie Trailer - American Revolution)

Essential Questions/Big Ideas/Purpose: Purpose for engaging in this unit, and the big ideas that students will understand at the end

Project: Digital media production; culminating assessment piece; activates digital skills and media literacy concepts

Activity: Meaningful hands-on activities that integrate lesson concepts with language practice opportunities for searching/reading, script writing/producing/creating, viewing/listening, and/or speaking. Often used to gauge or build student digital/tech skills while reinforcing curriculum connections (i.e. a math or phonics practice app)

(Digital/Tech) Skills: Technical, operational or "Digital Skill" fundamentals that allow for flexibility and adaptability to the evolving technological world (see [ISTE Standards for Students](#), and [ISTE Scope and Sequence Spreadsheet](#))

ISTE: Write in standard numbers from [ISTE Standards for Students](#)

Media Literacy Focus: Media Literacy critical thinking targets; Higher order thinking opportunities; Discussion/Interaction opportunities (see chart above, and the Target Media Literacy Profile below)

Interdisciplinary Connections: Strategies for overlap with core curriculum objectives and content

Tools/Texts: Production or activity hardware & software; Model productions, demo of activities, screenshots/casts, tutorials; Should be able to change tools as new apps emerge to replace old

Assessment: How you will know students are gaining proficiency and competencies related to standards and your student profile

Other Unit Components to Consider

These strategies could be added below, or included in lesson plans

Guided Practice (group/independent): Class collaborative projects; practice in small groups; "test-run" projects (quick projects with less rigorous content expectations); Peer critique or production conferencing (critical reviews of professional or student-produced media texts using accountable talk & unit vocabulary)

Differentiation/Instructional Support/Extensions: Adaptation of content to all levels of student proficiency (Special Ed & ELL, High Achieving)(i.e. visual handouts, translation, paired activities)

Language Objectives (Vocabulary): How students will use professional jargon to acquire/practice/demonstrate understanding of concepts, facts and skills

Parking Lot: List of red flags, challenges, learning and unanswered questions that need to be addressed to succeed at the above

Strategies for using this Scope & Sequence (S&S)

UNIT & LESSON PLANS, AND PACING CALENDARS should inspire and include outlines in this scope & sequence.

- Keep it clean and brief
- Use this document to hold onto core media literacy acquisition that may happen in different places in your curriculum depending on new initiatives, schedules, passions and priorities
- Units in the S&S might live in classroom pacing calendars, specialty classes, or interdisciplinary project work; this format can be used to look at how media literacy builds across them
- The outlines in this S&S should be fleshed out in complete UNIT & LESSON PLANS, AND PACING CALENDARS; consider linking this document to those plans
- Work with grade level teachers to make **curriculum connections** that activate and build media literacy while enhancing interdisciplinary objectives
- Build your school-wide understanding of how this S&S can continue to be integrated across grade levels and disciplines
- Work backwards from the skills and conceptual understanding you would like to see in your students by end of grade 5

Strategies for using Notebook LM AI Chatbot

NOTE: The content below was generated through AI Chats.

- **Focus on Source Material:** Notebook LM is specifically designed to work with your uploaded documents. It analyzes and understands the information within those sources, allowing you to ask questions and generate content directly related to your curriculum materials. This helps maintain consistency and standardization

across resources

- **Reduced Hallucinations:** Because Notebook LM focuses on your provided sources, it's less prone to "hallucinations" or generating incorrect information that Gemini might produce when drawing from the broader internet. This is crucial for creating accurate and reliable curriculum resources.
- **Organization and Synthesis:** Notebook LM can synthesize information from multiple sources, helping teachers connect different concepts and create a cohesive curriculum. It can also generate summaries, outlines, and other organizational tools to streamline resource creation
- **Long-Term Resource Building:** Notebook LM allows you to build a comprehensive library of curriculum materials over time. Teachers can continuously add and refine resources, creating a valuable and evolving knowledge base for their subject area.
- **Citation and Attribution:** Notebook LM includes a citation feature that links information to specific sources. This is essential for maintaining academic integrity and ensuring proper attribution within curriculum resources.

Other AI language models' strengths are in their broad knowledge. However, for the specific task of creating standardized and coherent curriculum resources based on existing materials, Notebook LM's focused approach and source-grounded responses are key to coherence.

Other uses of generative AI

NOTE: gemini.google.com is one example of many AI language models and we are not tied to it.

Notebook LM is designed to work with the sources you provide. It excels at organizing, synthesizing, and extracting information from those sources, but it won't generate entirely new ideas beyond what's contained within them.

Gemini helps you generate new ideas and content, while Notebook LM helps you organize, refine, and connect those ideas to your existing resources, ensuring coherence and standardization.

Here are some complementary tasks where Gemini can be used to generate new content and ideas to feed into Notebook LM:

- **Brainstorming and Ideation:** Use Gemini to brainstorm new lesson plans, activities, or approaches to teaching a specific concept. You can give Gemini prompts like "Generate 5 creative ways to teach fractions to 5th graders" or "Suggest some hands-on projects for a high school physics class."
- **Expanding on Existing Concepts:** If you have a core concept in your Notebook LM resources, you can ask Gemini to expand on it. For example, "Give me some real-world examples of how the concept of supply and demand affects the economy."
- **Creating Different Content Formats:** Gemini can help you generate different types of content to supplement your Notebook LM resources. You could ask it to create:
 - Summaries: "Summarize the key points of this article on the American Revolution."
 - Lesson Outlines: "Create a lesson plan outline for teaching about climate change."
 - Assessment Questions: "Generate 5 multiple-choice questions about the water cycle."
 - Creative Writing Prompts: "Write a short story about a student who travels back in time to meet a historical figure."
 - Translating and Adapting Content: Gemini can translate existing resources into different languages or adapt them for different learning levels.

How to Integrate other AI tools with Notebook LM:

Once Gemini has generated these new ideas or content, you can then bring them into Notebook LM by:

- **Copy-pasting:** Simply copy the text generated by Gemini and paste it into a new note within your Notebook LM project.
- **Uploading:** If Gemini generates a document (like a lesson plan), you can upload it to Notebook LM as a new source.

Bridging Literacy Support and Film CTE through Media Literacy

Example generated by NotebookLM trained on CUNY/UA goals, media literacy resources curated by The Media Spot

This is an exciting opportunity to leverage accessible technology and core CTE skills to deepen literacy across your curriculum, directly supporting the CUNY/UA instructional goals for critical thinking and making thinking visible.

Here is a brainstormed activity that centers on creating a low-tech "Flipbook Storyboard" to bridge film techniques and essential literacy skills through a media literacy lens.

Complex Idea Flipbook: Making Thinking Visible

Short Summary: This collaborative production activity requires students (working in small groups of 3-4) to translate an abstract or complex academic concept (e.g., *bias in data*, *character conflict*, *economic cycle*, or *principle of gravity*) into a short, sequenced visual narrative—a cinematic flipbook or micro-storyboard. Using index cards or chart paper for rapid prototyping, students identify a complex idea, define their "author's intent," and then map out 6–10 frames, deliberately employing specific CTE shot sizes and angles to make the abstract concept visually comprehensible or to express nuanced meaning. The resulting visual sequence (captured digitally via phone/camera) acts as a "visual text" that the group then analyzes and critiques, demonstrating how they grappled with the complex idea (CUNY/UA goal).

Activity Steps (Low-Tech Production Focus):

1. **Define the Complex Idea & Author's Intent (Literacy Bridge):** Groups select an abstract concept from a core academic subject (e.g., ELA, Math, or Social Studies). They draft a short written statement (the "Script/Thesis") articulating the complex idea they are grappling with, and their specific intent (to inform, to persuade, to evoke emotion).
2. **Design the Sequence (CTE/ML Integration):** Using index cards or drawing pads, students map out 6–10 sequential frames for their flipbook/storyboard. Each frame must be labeled with a specific film term (e.g., Close-Up, Low Angle, Tilt, Pan, Mid-Shot). They explicitly decide *why* that specific shot/angle helps visually articulate the complex concept, linking the technical choice (CTE) to the meaning (ML/Analysis).
3. **Rapid Production (Hands-On):** Groups use a phone or camera to quickly capture their sequential shots, filming the scene or physically flipping the cards while reading their accompanying narrative statement/thesis. This allows them to focus on composition and sequencing rather than extensive technical setup.
4. **Critical Review and Reflection (Making Thinking Visible):** Groups share their sequences. Peers use **Constructivist Media Decoding (CMD)** techniques, asking, "What messages are communicated by their use of the low-angle shot on Frame 4, and what is your evidence?". The original creators then explain their choices, showcasing how the visual narrative made their *complex thinking visible* (CUNY/UA goal).

MPT TAGS and Core Academic Subject Area Connections

This activity aligns tightly with the Motion Picture Technical High School (MPTHS) focus areas, serving as a model for embedding media literacy across disciplines.

MPT TAGS

How the Activity is Unlocked

CORE	Students grapple with and visually interpret complex, abstract ideas rooted in Humanities, Math, or Science curriculum, reinforcing academic standards (MIB ACADEMICS).
ML	Students employ all five steps of media literacy: Access (tools), Analyze (decoding film language), Evaluate (critiquing choices), Create (the visual text), and Act (sharing knowledge/perspective).
CTE	Students apply foundational technical vocabulary (shots, angles, sequencing, storyboarding) and collaborative production skills in a low-stakes environment.
CREATIVE	Students use visual language and aesthetic choices (angles, close-ups) to express their understanding of a concept, fostering self-expression.
MINDFUL	The process requires deliberate planning to connect technical choices (visuals/framing) to intended emotional impact or intellectual message, emphasizing mindful authorship.
FLEX	Students demonstrate adaptability by producing media content using readily available, accessible tools (paper/phone), expanding the concept of literacy (MIB FUTURE).
DIVERSE	Students can choose academic concepts that reflect diverse cultural contexts or personal experiences, using the medium to share authentic voices and stories (EMPATHY).

October 31st Film Integration Workshop with The Media Spot

Today's workshop will be a hands-on review of our 3 part film integration PD series from last year where we explored media literacy concepts and activities as a bridge between film CTE and academic departments.

This year's PD series will turn the **media literacy** framework of **critical decoding of media**, and **mindful making of media** onto the literacy goals of the CUNY/UA District: **critical thinking, making thinking visible, and supporting basic literacy**.

This afternoon we're going to decode what makes movies scary while building vocabulary, and work in teams to sketch film ideas that articulate complex (possibly scary) ideas.

We will also be touching on the **custom AI Chatbot** we've been feeding the MPT vision and inspirational resources into that will help connect the dots between your emerging plans with MPT goals and initiatives.