



**Film Studies Year Overview
Every Other Day**

Unit	Film Basics	Genre Study	Compare and Contrast 80's & 90's Films	Pitch Deck	Actor's* study
Quarter	1	1 and 2	2	2-3	3-4
Duration	4-6 weeks	4-6 weeks	4-6 weeks	4-6 weeks	4-6 weeks
Lessons & Activities	Videos and articles on: Camera angles Shots Film Terms Why we watch movies	Genre study articles Discussions Journaling	Venn diagrams Student choice Reflecting	Journaling Looking at past examples Brainstorming Genre-bending	Articles on the actor TV examples Music Examples Pop Culture info
Instructional Materials	Sherk or Monsters Inc. Other movies may vary	Generally either horror/scary OR sports movies. These vary year to year.	Alternating between 80's and 90's movies based on student choice	Short videos on making a Pitch Deck. Guest speakers	Movies vary depending on actor chosen.
Summative	Film Watcher's Reflection paragraph, camera angle understanding.	Paragraph on which movie "best fit" the genre or another choice of question.	Compare and contrast essay on today's movies VS. movies of the past.	An 8-10 slide Pitch Deck and possibly a scene from the movie written in screenplay format.	Reflection paragraph: How I've Changed as a Film Watcher and other essay questions.
MN Academic Standards Addressed	8.1.4.1 Cite textual evidence that most strongly supports conclusions of what a text says explicitly as well as inferences drawn from the text, including analysis of what characters or individuals are saying in	8.3.2.1 Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone, and identify impact in communicating with others, considering audience and context.	8.1.4.3 Analyze the interactions or dialogue between complex characters and events to build plot or reveal aspects of a character in a literary text. 8.1.4.4 Analyze how a text	8.2.6.2 Craft dialogue to match character or narrator perspective and context, and use structure appropriate to chosen style and tone, in written narratives, poetry or other creative text.	8.2.5.2 Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).

Timelines and resources are flexible based on student need and instruction; reach out to your students' teacher if you have any further questions



	the text (dialogue and quotations); objectively summarize the text.	8.2.5.2 Write to respond to a literary text, demonstrating understanding of style, mood and tone (e.g., writing personal reactions, analysis, and interpretation of text).	makes connections between individuals, events or concepts in informational text. 8.2.2.2 Write to reflect how personal perspective and identity have developed in relation to social or cultural groups.	8.3.3.1 Communicate claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, valid reasoning and carefully selected details, in a variety of presentation styles, following ethical and safe communication practices 8.2.1.1 Consistently write and edit work for correct punctuation, spelling, capitalization and grammar	8.3.2.1 Use vocabulary, language, structure and features of spoken language to establish personal voice, style and tone, and identify impact in communicating with others, considering audience and context.
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***Actor is a genderless term as it pertains to this course.**

(Add a link to the National or State Standards Document - can be found at <https://education.mn.gov/MDE/dse/stds/>)

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