English Language Arts

Curriculum Unit Overview

Intro to Film

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Curriculum Development Hub

Unit 1 Community and Film

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Course Title: Intro to Film	**Course Author:** Emily Discello	**Grade Level(s):** 11 & 12	**Time/Duration:** 42 minutes period / 4-5 weeks
Course Summary: This course offers a comprehensive overview of the art, history, and techniques of cinema. Students will explore the fundamental elements of film, including narrative structure, cinematography, editing, sound, and mise-en-scène, while analyzing how these elements contribute to storytelling and audience engagement. Through screenings of influential films from a variety of genres, periods, and cultures, students will examine the social, cultural, and artistic significance of cinema.			

Key topics include:

- The evolution of film from its origins to modern-day cinema
- Analysis of key film genres and their conventions
- The roles of directors, writers, and cinematographers in the filmmaking process
- An introduction to critical approaches to film analysis

By the end of the course, students will develop a deeper appreciation for cinema as an art form and gain the tools to critically engage with films as informed viewers. No prior knowledge of film is required.

Unit Name: Community and Film	**Unit Number:** 1	**Created:** 1/20/24	**Revised:** TBD

Standards Addressed:

Arts and Humanities (9.1–9.4)

- **9.3.12.B**: Determine and apply criteria for evaluating cinematic works.
- **9.4.12.A**: Evaluate how film communicates ideas and emotions.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

- Film as a Tool for Building Empathy and Understanding
- Film as a Reflection of Community Identity

Transfer
Students will be able to independently use their learning to... 1. Be able to recognize the emotions and feelings of others, 2. Be able to foster a community of learning and understanding.
Meaning
UNDERSTANDINGS *Students will understand that…* 1. Experiences shape who we are. 2. Community is a large part of who we are as individuals.
ESSENTIAL QUESTIONS 1. How do we create empathy and understanding for others? 2. How does community contribute to our identity?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition
KNOWLEDGE
Students will know…

1. The importance of empathy and understanding in film.
2. The importance of watching film in communities.

SKILLS

Students will be skilled at (be able to do)...

1. Identify with characters in a film.
2. Understand the importance of making connections with characters.
3. Realizing the importance of watching film within communities.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
Rubric for film trailer **Scoring and Comments** **Total Points**: /20 **Feedback**: Provide specific, constructive comments on strengths and areas for improvement (e.g., "The music choice was excellent and matched the suspenseful tone, but the pacing could be tighter in the middle section.").	PERFORMANCE TASK(S)/Think GRASPS: 1. **Goal**: Your task is to create a compelling trailer for a film. The trailer should captivate your audience, convey the key themes and tone of the film, and leave viewers eager to see the full story without giving away major spoilers. You cannot use any special effects, only homemade props and your own sound effects. 2. **Role**: You are part of a marketing team for a film production company. Your role is to develop a creative and engaging trailer that communicates the essence of the film to the target audience. However, everything must be homemade. 3. **Audience**: Your audience is a group of moviegoers interested in the genre of your film. They are looking for a trailer that excites, intrigues, and gives them a glimpse of what to expect. 4. **Situation**: You have been hired to promote a newly produced film. Your team must craft a trailer that uses only homemade props and sound effects, as seen in the film Be

	Kind Rewind.
1. Note Checks 2. Class Discussion 3. Multiple Choice Test	OTHER EVIDENCE: 1. Completing worksheets 2. Taking notes on class discussion ad film 3. Watch the film *Be Kind, Rewind*

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

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Summary of Key Learning Events and Instruction

Pre assessment:

- Students will reflect on their own film experience.
- Personal voice on essay on favorite film
- Favorite film mini research

Progress monitoring (formative assessment):

- Class discussion of BKR
- Follow along worksheet
- Note checks

Learning events (summative assessment:

- Multiple choice test
- Research paper
- Film trailer project

Unit 2 Silent Films

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Course Title: Intro to Film	**Course Author:** Emily Discelo	**Grade Level(s):** 11&12	**Time/Duration:** 42 minute periods, 4 weeks

Course Summary: This course offers a comprehensive overview of the art, history, and techniques of cinema. Students will explore the fundamental elements of film, including narrative structure, cinematography, editing, sound, and mise-en-scène, while analyzing how these elements contribute to storytelling and audience engagement. Through screenings of influential films from a variety of genres, periods, and cultures, students will examine the social, cultural, and artistic significance of cinema.

Key topics include:

- The evolution of film from its origins to modern-day cinema
- Analysis of key film genres and their conventions
- The roles of directors, writers, and cinematographers in the filmmaking process
- An introduction to critical approaches to film analysis

By the end of the course, students will develop a deeper appreciation for cinema as an art form and gain the tools to critically engage with films as informed viewers. No prior knowledge of film is required.

Unit Name: Silent Films	**Unit Number:** 1	**Created:** 2/1/24	**Revised:** TBD

Standards Addressed:

- **9.1.12.A**: Understand and apply elements of art and principles of design in the analysis and creation of silent films (e.g., use of lighting, composition, and movement).
- **9.1.12.B**: Analyze and interpret various styles and techniques of silent film, such as exaggerated acting, title cards, and visual storytelling.
- **9.2.12.A**: Explain the historical, cultural, and technological significance of the silent film era.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

- Silent films rely on visual elements.
- Music and sound effects are essential to creating mood in silent films.

Transfer

Students will be able to independently use their learning to...

1. Analyze visual elements such as expressions, gestures, etc.
2. Recognize the importance of music and sound effects and how they relate to the mood.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Communication and emotion is possible without words.
2. Sound such as music is essential to creating a mood in any art form.

ESSENTIAL QUESTIONS

1. How are viewers able to determine the mood in a silent film?
2. What visual elements are essential in a silent film?
3. How does music and sound effects create a mood in a silent film?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know…

1. How to recognize facial expressions in a film.
2. How to recognize gestures in a film.
3. How to analyze the way an actor can portray emotion.
4. How to analyze the music and sound choices in a film.

SKILLS

Students will be skilled at (be able to do)...

1. Analyze the facial expressions of a character.
2. Analyze the gestures of a character.
3. Analyze ways that actors portray emotion.
4. Analyze the importance of music and sound choice.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
The analysis and storyboard will be evaluated based on: 1. **Depth of Analysis**: Clear and insightful explanations of	PERFORMANCE TASK(S)/Think GRASPS: **Goal**:

mise-en-scène elements. 2. **Creativity**: A visually engaging storyboard that reinterprets the scene while preserving its emotional and thematic core. 3. **Connection to Silent Film**: Evidence of understanding how silent films rely on visual storytelling. 4. **Presentation Quality**: Neat, organized, and professional work (written and visual).	Students will analyze how mise-en-scène—the arrangement of everything within the frame—contributes to the mood, themes, and storytelling in a silent film scene. They will demonstrate their understanding by creating a visual storyboard that applies mise-en-scène principles to reimagine a key moment from the film. **Role**: Students act as film critics and designers tasked with uncovering how visual elements convey meaning in the absence of dialogue. **Audience**: The audience includes their peers, serving as fellow critics, and an imagined group of modern filmmakers seeking inspiration from silent film techniques. **Situation**: You've been asked to analyze a scene from a classic silent film to showcase the power of visual storytelling. Your task is to identify and explain how mise-en-scène elements—setting, lighting, costume, props, and character placement—contribute to the scene's impact. **Product/Performance**: Students will: 1. Choose a key scene from a silent film (e.g., *The Kid* by Charlie Chaplin or *Nosferatu* by F.W. Murnau). 2. Analyze the mise-en-scène in a short written response, addressing: ○ **Setting**: How the location creates atmosphere. ○ **Lighting**: Use of shadows or brightness to create mood. ○ **Costumes and Props**: How they reveal character or context. ○ **Character Placement and Movement**: How blocking (positioning) conveys relationships or emotions. 3. Create a visual storyboard to reimagine the scene, maintaining its essence but with modern elements.
1. Note checks 2. Worksheets 3. Class discussion	OTHER EVIDENCE: 1. Background notes 2. Viewing notes

	3. Mise en scene analysis

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

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Summary of Key Learning Events and Instruction

W - Where are we going? What is expected?

- Introduce the essential question: *How do silent films use visual elements to tell stories and evoke emotions in the absence of dialogue?*
- Share the goals: Students will analyze mise-en-scène and apply their understanding through creative reimagination.
- Provide a roadmap: Begin with film analysis, explore mise-en-scène elements, and culminate with a storyboard project.

H - Hook and engage the learners

- Show an iconic silent film clip (e.g., Charlie Chaplin's *The Kid* or the chase scene in *The General*). Ask students: *What emotions or ideas are conveyed without words? How do the visuals guide your understanding?*
- Play the same scene with and without music to highlight how visuals alone tell the story.

E - Equip students with experiences, tools, and instruction

- **Mini-Lesson**: Teach the components of mise-en-scène (setting, lighting, costumes, props, character placement, and movement).
- **Guided Practice**: Watch and analyze a scene from *Nosferatu* or *Metropolis*. Discuss how each mise-en-scène element enhances the narrative.
- Provide examples of effective storyboarding, emphasizing framing, composition, and transitions.

R - Rethink, revise, and refine

- Students work in pairs to analyze a short silent film scene and share insights with the class.
- Conduct a peer review of storyboard drafts, encouraging constructive feedback on clarity, creativity, and connection to the original film's themes.

E - Evaluate progress and understanding

- Use formative assessments during discussions and the storyboard creation process.
- Evaluate final storyboards with a rubric focusing on depth of analysis, creativity, and understanding of visual storytelling.

T - Tailor learning to the diverse needs of students

- Provide scaffolding for students who need more support, such as graphic organizers for mise-en-scène analysis or storyboard templates with pre-drawn frames.
- Challenge advanced students to include more sophisticated techniques like camera angles or symbolic props in their storyboard designs.

O - Organize for maximum engagement

- Structure the lesson into three parts:
    1. Introduction to silent film and mise-en-scène (15-20 minutes).
    2. Scene analysis and brainstorming for the storyboard (30-40 minutes).
    3. Creative storyboard design and peer review (30-40 minutes).

Unit 3 Horror Films

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Course Title: Intro to Film	**Course Author:** Emily Discello	**Grade Level(s):** 11&12	**Time/Duration:** 42 minutes periods, 4-5 weeks
Course Summary: see above			
Unit Name: Horror Films	**Unit Number:** 3	**Created:** 3/1/24	**Revised:** TBD

Standards Addressed:

- **CC.1.2.11-12.D**: Evaluate the structure of horror films and how suspense and pacing contribute to their effectiveness.
- **CC.1.3.11-12.E**: Analyze how horror films develop complex characters and explore universal fears or societal issues.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

The Power of Fear: Horror films leverage universal and cultural fears to connect with audiences on an emotional level.
Visual Storytelling: Cinematic elements, such as lighting, sound, and editing, are deliberately used to create tension and unease.
Cultural Mirrors: Horror films reflect societal anxieties and cultural dynamics, offering insights into historical and contemporary issues.
Ethical Considerations: The horror genre can provoke important discussions about representation, violence, and the impact of media on audiences.

Transfer

Students will be able to independently use their learning to...

1. Critically analyze media to identify techniques used to elicit specific emotional responses.
2. Examine how societal fears and cultural values shape the stories and themes in media.
3. Apply knowledge of film techniques to create compelling narratives in visual or written formats.

Meaning

UNDERSTANDINGS

Students will understand that…

The Power of Fear: Horror films leverage universal and cultural fears to connect with audiences on an emotional level.
Visual Storytelling: Cinematic elements, such as lighting, sound, and editing, are deliberately used to create tension and unease.
Cultural Mirrors: Horror films reflect societal anxieties and cultural dynamics, offering insights into historical and contemporary issues.
Ethical Considerations: The horror genre can provoke important discussions about representation, violence, and the impact of media on audiences.

ESSENTIAL QUESTIONS

1. What makes a story frightening, and how do horror films use cinematic techniques to create fear?
2. How do horror films reflect societal fears and cultural values?
3. How have the conventions of horror evolved over time, and why do they remain popular?
4. What ethical responsibilities do filmmakers have when creating horror films?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know…

1. The key elements of horror films, including mise-en-scène, sound design, cinematography, and editing.
2. The historical evolution of the horror genre, from early silent films (*Nosferatu*) to modern psychological horror (*Get Out*).
3. Genre conventions and subgenres, such as supernatural horror, slasher films, and psychological thrillers.
4. The cultural and historical contexts that influenced iconic horror films.

SKILLS

Students will be skilled at (be able to do)...

1. Analyze the techniques used in horror films to evoke suspense and fear.

2. Identify the historical and cultural influences on the themes and styles of horror films.
3. Create and present original horror narratives using genre conventions and cinematic techniques.
4. Critically evaluate the ethical implications of horror films in their portrayal of violence, stereotypes, and social issues.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
Analysis Rubric	PERFORMANCE TASK(S)/Think GRASPS: **Horror Scene Analysis (Summative)**: ● **Task**: Students will choose a key scene from a horror film (e.g., *Psycho*, *The Exorcist*, or *Get Out*) and write an analysis that identifies and evaluates the use of cinematic elements such as mise-en-scène, lighting, sound design, and editing. ● **Criteria**: Clarity of analysis, depth of understanding, ability to connect techniques to emotional and thematic impact.
Note checks, discussions, quizzes	OTHER EVIDENCE: **Formative Assessments**: ● Class discussions analyzing horror film clips for cinematic techniques. ● Quick-writes reflecting on how a particular film made them feel and why. ● Group brainstorming sessions on the conventions of horror and how they affect audience perception. **Quizzes**:

	• Short quizzes on key terms (mise-en-scène, jump scare, subgenres) and their applications in the horror genre. **Peer Feedback**: • Students provide feedback on one another's horror film proposals or storyboards, focusing on effectiveness and originality. **Exit Tickets**: • Students answer reflective questions such as, *What is one cinematic technique used in horror that surprised you, and why?*

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

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Summary of Key Learning Events and Instruction

WHERETO Framework

W - Where are we going? What is expected?

- Begin with the essential questions:
  - *What makes a story frightening, and how do horror films use cinematic techniques to create fear?*
  - *How do horror films reflect societal fears and cultural values?*
- Outline goals: Analyze cinematic techniques, understand cultural influences, and create original horror concepts.

H - Hook and engage the learners

- Show an iconic scene from a horror film (e.g., the shower scene in *Psycho* or the "Red Room" scene in *The Shining*).
- Ask: *Why does this scene evoke fear or tension? What visual or auditory elements stand out?*

E - Equip students with tools, experiences, and instruction

- **Mini-lessons**:
  - Explore cinematic elements such as mise-en-scène, lighting, sound, editing, and their roles in evoking emotion.
  - Analyze historical contexts behind horror subgenres (e.g., Gothic horror and its connection to Victorian fears).
- **Practice Analysis**:
  - Use structured graphic organizers to break down a horror scene into its cinematic components.
- **Creative Skills**:
  - Introduce storyboarding techniques and creative writing for crafting horror narratives.

R - Rethink, revise, and refine

- **Peer Review**:
  - Students exchange and critique storyboards for clarity, creativity, and adherence to horror conventions.
- **Discussion Circles**:
  - Reflect on how different subgenres evoke fear differently (e.g., psychological thrillers vs. monster films).

E - Evaluate progress and understanding

- Formative assessments during discussions, scene analyses, and creative tasks.
- Summative assessments of written analyses and storyboards.

T - Tailor learning to the diverse needs of students

- Provide scaffolding for analysis, such as graphic organizers and sentence starters.
- Offer opportunities for advanced students to experiment with complex themes or unconventional horror techniques.
- Allow multiple formats for creative work (digital storyboards, hand-drawn sketches, or filmed short scenes).

O - Organize learning for maximum engagement

- **Day 1-2**: Introduce the horror genre and its key conventions. Analyze an iconic scene as a class.
- **Day 3-5**: Focus on cinematic techniques (mise-en-scène, sound, lighting) with guided practice.
- **Day 6-8**: Explore cultural and historical influences on horror subgenres. Research and present findings.
- **Day 9-12**: Develop and revise storyboards or scripts for original horror scenes.

- **Day 13-15**: Present creative projects and reflect on the impact of horror films.

Unit 4 Documentaries Jump to Table of Contents			
Course Title: Documentaries	**Course Author:** Emily Discello	**Grade Level(s):** Juniors and seniors	**Time/Duration:** 42 minute periods, 4 weeks
Course Summary: see above			
Unit Name: Documentaries	**Unit Number:** 4/1/24	**Created:** [Type Here]	**Revised:** TBD
Standards Addressed: • [Type Here]			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Analyze the techniques and conventions used in documentaries to inform, persuade, or evoke emotion.
2. Understand the ethical considerations and responsibilities involved in documentary filmmaking.
3. Examine how documentaries reflect and shape societal issues and perspectives.

4. Apply learned techniques to create a short documentary exploring a chosen topic.

Transfer

Students will be able to independently use their learning to...

1. Critically evaluate the reliability, purpose, and bias in documentary media.
2. Craft thoughtful visual narratives that engage and inform an audience.
3. Analyze how media shapes public perception of social, historical, and cultural issues.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Documentaries use storytelling and visual techniques to communicate real-world issues and perspectives.
2. Ethical decision-making is crucial in representing subjects and crafting narratives.
3. The structure, tone, and purpose of a documentary influence its impact on audiences.

ESSENTIAL QUESTIONS

1. What makes a documentary compelling and impactful?
2. How do filmmakers balance artistic storytelling with factual accuracy?
3. How can documentaries influence public opinion and social change?
4. What ethical challenges do documentary filmmakers face?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know…

1. Documentary conventions, including interviews, narration, archival footage, and b-roll.
2. The types of documentaries (e.g., expository, observational, participatory).
3. Techniques for structuring a documentary (e.g., linear vs. non-linear storytelling).
4. The historical development and evolution of documentaries as a medium.

SKILLS

Students will be skilled at (be able to do)...

1. Analyze and critique documentaries for purpose, bias, and effectiveness.
2. Research, plan, and script a short documentary.
3. Utilize basic filming and editing techniques to create a cohesive narrative.
4. Evaluate the ethical implications of their choices in filmmaking.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
Documentary Analysis Essay Rubric Short Documentary Project Rubric	PERFORMANCE TASK(S)/Think GRASPS: **Performance Tasks** 1. **Documentary Analysis Essay** ○ **Task**: Students will analyze a documentary (e.g., *13th*, *Won't You Be My Neighbor?*) and evaluate its use of cinematic techniques, structure, and purpose. ○ **Criteria**: Depth of analysis, clarity of argument, ability to support claims with specific examples, and understanding of purpose and audience. 2. **Short Documentary Project** ○ **Task**: Students will create a 3-5 minute documentary on a chosen topic, incorporating interviews, b-roll, and narration. ○ **Criteria**: Originality, technical quality, effective storytelling, ethical consideration, and reflection of research.
	OTHER EVIDENCE: ● Formative assessments: Class discussions analyzing specific scenes from documentaries. ● Peer reviews of documentary scripts and drafts. ● Quick-writes reflecting on ethical considerations or documentary techniques. ● Self-assessment of the creative process.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Curriculum Development Hub

Teachers may summarize the topics within lessons or may utilize [Laurel UbD Lesson Plan Template]

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Summary of Key Learning Events and Instruction

WHERETO Framework

W - Where are we going? What is expected?

- Share essential questions and unit goals: “What makes a documentary impactful?”
- Provide a roadmap: Analyze professional documentaries, learn filmmaking techniques, and create original work.

H - Hook and engage the learners

- Show a powerful opening scene from a documentary (e.g., the opening of *13th* or *Blackfish*). Discuss initial impressions.
- Pose a thought-provoking question: *How do documentaries influence our understanding of the world?*

E - Equip students with tools and instruction

- **Mini-lessons**:
  - Explore documentary types and techniques (e.g., interviews, archival footage).
  - Teach basic filming and editing skills using accessible tools (e.g., iMovie, Adobe Premiere).
  - Discuss ethical considerations with real-world examples.
- **Analysis Practice**: Break down scenes from selected documentaries using graphic organizers.
- **Research Skills**: Guide students in finding credible sources and planning effective interviews.

R - Rethink, revise, and refine

- Peer review sessions for documentary scripts and rough cuts.
- Class discussions on the challenges of balancing artistic vision and factual accuracy.
- Opportunities to revise drafts based on feedback.

E - Evaluate progress and understanding

- Formative assessments during scriptwriting and filming stages.
- Use rubrics for evaluating final projects and essays.

T - Tailor learning to student needs

- Scaffold analysis activities for students who need support.
- Provide advanced challenges, such as experimenting with non-linear storytelling or addressing controversial topics.
- Allow flexibility in project formats (e.g., audio documentaries, photo essays).

O - Organize for maximum engagement

- **Week 1**: Introduce documentaries, analyze examples, and explore techniques.
- **Week 2-3**: Research topics, draft scripts, and storyboard ideas.
- **Week 4-5**: Film and edit projects, with peer feedback sessions.
- **Week 6**: Showcase final documentaries and reflect on the process.

Unit 5 Comedies

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Course Title: Intro to Film	**Course Author:** Emily Discello	**Grade Level(s):** 11&12	**Time/Duration:** 5 weeks, 42 minutes
Course Summary: see above			
Unit Name: Comedies	**Unit Number:** 5	**Created:** 4/21/24	**Revised:** TBD

Standards Addressed:

- **CCSS.ELA-LITERACY.RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.RL.9-10.5:** Analyze how an author's choices concerning structure contribute to its meaning and impact.
- **CCSS.ELA-LITERACY.SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
- **Media Literacy:** Analyze the impact of cinematic elements (e.g., script, direction, acting, sound, and visuals) on storytelling and audience response.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

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Big Ideas:

1. Good techniques are essential to humor.
2. Storytelling is important in a comedy.
3. Comedies are meant to challenge society.

Transfer

Students will be able to independently use their learning to...

1. Students will independently be able to analyze how comedic elements in film convey cultural and societal messages.
2. Students will apply their understanding of comedy techniques to create an original comedic scene or script.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Comedy uses specific techniques (e.g., satire, parody, slapstick) to entertain and provoke thought.
2. Filmmakers make deliberate choices to evoke humor and convey messages about human behavior and society.
3. Humor can reflect cultural norms, challenge authority, or provide social critique.

ESSENTIAL QUESTIONS

1. What makes something funny?
2. How do filmmakers use humor to tell stories and express ideas?
3. In what ways does comedy reflect or challenge societal norms and values?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

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Acquisition

KNOWLEDGE

Students will know…

- Key comedy genres and techniques (e.g., satire, parody, farce, slapstick, romantic comedy).
- The roles of script, timing, visuals, and sound in comedic storytelling.
- How cultural context influences humor.

SKILLS

Students will be skilled at (be able to do)...

- Identify and analyze comedic techniques in film.
- Discuss and critique the effectiveness of comedic elements in conveying messages.

- Collaborate to create an original comedic scene or script.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

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Evaluative Criteria	Assessment Evidence
Comedic Scene Rubric	PERFORMANCE TASK(S)/Think GRASPS: **Performance Task:** **Create an Original Comedic Scene:** ● In small groups, students will write and perform an original comedic scene, applying techniques such as irony, satire, or physical comedy. ● The performance must include a clear purpose (e.g., to entertain, critique, or reflect on a cultural norm). ● Students will submit a reflective analysis explaining their choices and how these align with the comedic techniques studied.
	OTHER EVIDENCE: **Other Evidence:** ● **Film Analysis Essay:** Students analyze a comedic film, focusing on how specific techniques contribute to its humor and message. ● **Discussion Participation:** Active engagement in class discussions about the role of comedy in film and society. ● **Formative Assessments:**

	○ Quizzes on key terminology and concepts. ○ Graphic organizers or outlines analyzing scenes from films.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

Week 1: Introduction to Comedy in Film

- **Hook Activity:** Watch and discuss a short comedic clip (e.g., Charlie Chaplin's *The Gold Rush* or a modern equivalent).
- Lecture and discussion on comedy genres and techniques.
- Group activity: Identify comedic techniques in selected film scenes.

Week 2: Analyzing Comedy Techniques

- View and analyze key scenes from films (e.g., *Some Like It Hot*, *Monty Python and the Holy Grail*, *The Truman Show*).
- Graphic organizer: Break down the elements of humor (e.g., timing, dialogue, visuals).
- Discussion: How cultural context shapes humor.

Week 3: Comedy and Social Commentary

- Case study: Analyze a satirical film (e.g., *Dr. Strangelove* or *Jojo Rabbit*).
- Group debate: How effective is comedy as a tool for social critique?
- Draft outlines for the film analysis essay.

Week 4: Creating Comedy

- Workshop: Writing comedic scripts (focus on timing, structure, and audience).

- Peer feedback on script drafts.
- Rehearse performances, incorporating cinematic and theatrical techniques.

Week 5: Culminating Projects and Reflection

- Perform original comedic scenes.
- Submit reflective analyses.
- Class discussion: What did we learn about the power of comedy?
- Wrap-up: Revisit essential questions and transfer goals.

Unit 6 Research Paper

Jump to Table of Contents

Course Title: Intro to Film	**Course Author:** Emily Discello	**Grade Level(s):** 11&12	**Time/Duration:** 4-5 weeks, 42 minute pds
Course Summary: see above			
Unit Name: Research paper	**Unit Number:** 6	**Created:** 5/5/24	**Revised:** TBD

Standards Addressed:

- **CCSS.ELA-LITERACY.W.11-12.7:** Conduct short as well as more sustained research projects to answer a question or solve a problem; synthesize multiple sources on the subject.
- **CCSS.ELA-LITERACY.W.11-12.8:** Gather relevant information from multiple authoritative print and digital sources, assessing the strengths and limitations of each source.
- **CCSS.ELA-LITERACY.W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **Media Literacy:** Analyze the interconnectedness of film as an artistic medium, an industry, and a reflection of cultural norms and issues.

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Jump to Table of Contents

Big Ideas:

1. Film is a complex medium that combines artistic expression, industrial production, and cultural influence.
2. The interplay between art, industry, and culture shapes the meaning and impact of films.

Transfer

Students will be able to independently use their learning to...

1. Students will independently be able to evaluate and synthesize research from various sources to form a coherent, analytical perspective.
2. Students will apply their understanding of film's artistic, industrial, and cultural dimensions to assess its broader societal impact.

Meaning

UNDERSTANDINGS

Students will understand that…

1. Film is a complex medium that combines artistic expression, industrial production, and cultural influence.
2. Research involves analyzing diverse sources, identifying credible information, and organizing evidence to support a clear thesis.
3. The interplay between art, industry, and culture shapes the meaning and impact of films.

ESSENTIAL QUESTIONS

1. How do artistic elements contribute to the storytelling and impact of a film?
2. In what ways does the film industry influence artistic and cultural aspects of filmmaking?
3. How do films reflect, reinforce, or challenge societal norms and values?

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

Jump to Table of Contents

Acquisition

KNOWLEDGE

Students will know…

- Key film analysis concepts (e.g., mise-en-scène, cinematography, editing, sound design).
- The economic structure of the film industry (e.g., production, distribution, marketing).
- Methods for analyzing cultural themes and messages in films.
- Strategies for conducting academic research and writing.

SKILLS

Students will be skilled at (be able to do)...

1. Identify and analyze artistic techniques in films.
2. Evaluate the influence of industrial practices on filmmaking.
3. Assess cultural contexts and messages in films.
4. Conduct thorough research and write an analytical paper with a clear thesis and supporting evidence.

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
1. Research Rubric	PERFORMANCE TASK(S)/Think GRASPS: **Write a Research Paper:** ● Students will write a 5-7 page research paper analyzing a film of their choice through the lenses of art, industry, and culture. ● The paper must include: ○ A clear thesis. ○ Evidence from at least five credible sources. ○ Analysis of artistic elements (e.g., direction, acting, cinematography). ○ Discussion of the film's industrial context (e.g., budget, production company, marketing strategies). ○ Exploration of cultural themes or messages.
	OTHER EVIDENCE: ● **Research Proposal:** A 1-page outline detailing the chosen film, research question, and initial sources. ● **Annotated Bibliography:** A list of at least five sources with summaries and

	evaluations of their relevance. • **Peer Review:** Feedback on thesis clarity, evidence, and organization during drafting. • **Final Reflection:** A short reflection on the research and writing process, including challenges and insights.

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

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Summary of Key Learning Events and Instruction

Week 1: Introduction to Film Research

- **Hook Activity:** Watch and discuss a film clip (e.g., *The Grand Budapest Hotel* or *Parasite*), focusing on art, industry, and culture.
- Lecture: Overview of film analysis concepts and the research process.
- Brainstorm session: Students choose a film for analysis and draft a research question.
- Homework: Write a research proposal.

Week 2: Research Skills and Source Evaluation

- Workshop: How to find and evaluate credible sources (e.g., academic journals, film reviews, industry reports).
- Group activity: Practice summarizing and analyzing sources.
- Begin compiling an annotated bibliography.
- Class discussion: The role of cultural and historical context in film analysis.

Week 3: Developing a Thesis and Organizing Research

- Mini-lesson: Crafting a strong thesis statement.
- Graphic organizer: Break research into sections (art, industry, culture).
- Peer review of annotated bibliographies and thesis statements.
- Homework: Begin drafting the research paper.

Week 4: Drafting and Revising

- Workshop: Writing strong analytical paragraphs with evidence and commentary.
- Peer feedback: Exchange drafts and provide comments on clarity and depth of analysis.
- Individual conferences with the teacher for feedback.
- Homework: Revise drafts based on peer and teacher input.

Week 5: Finalizing and Reflecting

- Final edits: Focus on transitions, formatting, and citations.
- Submit the final research paper.
- Reflection activity: Write about the most significant learning moments during the unit.
- Class discussion: Share insights on the chosen films and their significance in art, industry, and culture.

Unit 7 [Type Name Here]

Jump to Table of Contents

Course Title: [Type Here]	**Course Author:** [Type Here]	**Grade Level(s):** [Type Here]	**Time/Duration:** [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	**Unit Number:** [Type Here]	**Created:** [Type Here]	**Revised:** TBD
Standards Addressed: • [Type Here]			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Jump to Table of Contents

Big Ideas:
[Type Here]

Transfer

Students will be able to independently use their learning to...

4. [Type Here]
5. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

3. [Type Here]
4. [Type Here]
5. [Type Here]

ESSENTIAL QUESTIONS

4. [Type Here]
5. [Type Here]

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

Jump to Table of Contents

Acquisition
KNOWLEDGE
Students will know… 3. [Type Here] 4. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 4. [Type Here] 5. [Type Here]

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
2. [Type Here] 3. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 5. [Type Here] 6. [Type Here]
4. [Type Here] 5. [Type Here]	OTHER EVIDENCE: 4. [Type Here]

	5. [Type Here]

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

Jump to Table of Contents

Summary of Key Learning Events and Instruction

1. [Type Here]
2. [Type Here]
3. [Type Here]

Unit 8 [Type Name Here]

Jump to Table of Contents

Course Title: [Type Here]	**Course Author:** [Type Here]	**Grade Level(s):** [Type Here]	**Time/Duration:** [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	**Unit Number:** [Type Here]	**Created:** [Type Here]	**Revised:** TBD
Standards Addressed: • [Type Here]			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Jump to Table of Contents

Big Ideas:
[Type Here]

Transfer

Students will be able to independently use their learning to...

6. [Type Here]
7. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

6. [Type Here]
7. [Type Here]
8. [Type Here]

ESSENTIAL QUESTIONS

6. [Type Here]
7. [Type Here]

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

Jump to Table of Contents

Acquisition
KNOWLEDGE
Students will know… 5. [Type Here] 6. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 6. [Type Here] 7. [Type Here]

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
4. [Type Here] 5. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 7. [Type Here] 8. [Type Here]
6. [Type Here] 7. [Type Here]	OTHER EVIDENCE: 6. [Type Here] 7. [Type Here]

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

Teachers may summarize the topics within lessons or may utilize Laurel UbD Lesson Plan Template

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Summary of Key Learning Events and Instruction

4. [Type Here]
5. [Type Here]
6. [Type Here]

Unit 9 [Type Name Here]

Jump to Table of Contents

Course Title: [Type Here]	**Course Author:** [Type Here]	**Grade Level(s):** [Type Here]	**Time/Duration:** [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	**Unit Number:** [Type Here]	**Created:** [Type Here]	**Revised:** TBD
Standards Addressed: • [Type Here]			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Jump to Table of Contents

Big Ideas:
[Type Here]

Transfer

Students will be able to independently use their learning to...

8. [Type Here]
9. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

9. [Type Here]
10. [Type Here]
11. [Type Here]

ESSENTIAL QUESTIONS

8. [Type Here]
9. [Type Here]

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

Jump to Table of Contents

Acquisition
KNOWLEDGE
Students will know… 7. [Type Here] 8. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 8. [Type Here] 9. [Type Here]

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
6. [Type Here] 7. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 9. [Type Here] 10. [Type Here]
8. [Type Here] 9. [Type Here]	OTHER EVIDENCE: 8. [Type Here] 9. [Type Here]

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

7. [Type Here]
8. [Type Here]
9. [Type Here]

Unit 10 [Type Name Here]

Jump to Table of Contents

Course Title: [Type Here]	**Course Author:** [Type Here]	**Grade Level(s):** [Type Here]	**Time/Duration:** [Type Here]
Course Summary: (optional) [Type Here]			
Unit Name: [Type Here]	**Unit Number:** [Type Here]	**Created:** [Type Here]	**Revised:** TBD
Standards Addressed: • [Type Here]			

Stage 1 Desired Results: Enduring Understandings & Essential Questions

What are the overarching takeaways and big ideas for students?

Jump to Table of Contents

Big Ideas:
[Type Here]

Transfer

Students will be able to independently use their learning to...

10. [Type Here]
11. [Type Here]

Meaning

UNDERSTANDINGS

Students will understand that…

12. [Type Here]
13. [Type Here]
14. [Type Here]

ESSENTIAL QUESTIONS

10. [Type Here]
11. [Type Here]

Stage 1: Essential Content, Concepts & Skills

What do we want students to know and be able to do?

Jump to Table of Contents

Acquisition
KNOWLEDGE
Students will know… 9. [Type Here] 10. [Type Here]
SKILLS
Students will be skilled at (be able to do)... 10. [Type Here] 11. [Type Here]

Stage 2: Assessments/Evidence of Learning

What are the formative (informal) and summative (formal) assessments used to measure learning and growth?
How will you know that they did it?

Jump to Table of Contents

Evaluative Criteria	Assessment Evidence
8. [Type Here] 9. [Type Here]	PERFORMANCE TASK(S)/Think GRASPS: 11. [Type Here] 12. [Type Here]
10. [Type Here] 11. [Type Here]	OTHER EVIDENCE: 10. [Type Here] 11. [Type Here]

Stage 3: Learning Plan

What are the differentiated instructional strategies, activities, lesson plans that support the enduring understandings and essential questions for all students?
This section provides a summary of the Key Learning Events and Instruction

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Summary of Key Learning Events and Instruction

10. [Type Here]
11. [Type Here]
12. [Type Here]