EAST PENN SCHOOL DISTRICT

# BROADCAST & FILM 1

Approved 10/19
Effective 8/20

## Unit 1: Media History & Development: Media & Culture

### STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

**Standards**
International Society for Technology in Education (ISTE) Standards

**Empowered Learner**
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a
Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b
Students build networks and customize their learning environments in ways that support the learning process.

1c

**Transfer**

*Students will be able to independently use their learning to create a lesson/ presentation based on research of a selected time period in media history detailing important advances in media technology, focusing on the interplay between media and culture.*

**Meaning**

UNDERSTANDINGS
U1: How cultural perspectives impacted the development of various forms of media throughout history
U2: The basic timeline of media history
U3: The development of print and electronic media
U4: The impact of media technologies on our culture and daily lives
U5: The communication process

ESSENTIAL QUESTIONS
EQ1: How does media reflect the culture of its time?
EQ2: How do we use our knowledge of media history to inform our design choices?
EQ3: How can our knowledge of film elements and genres influence the overall quality of a production?

**Acquisition**

*Students will know...*
K1: How to create believable and engaging presentations that are

*Students will be skilled at...*
S1: Analyzing complex events and specific individuals over the course of

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| Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.<br><br>1d<br>Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.<br><br>**Digital Citizen**<br>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.<br><br>2a<br>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.<br><br>2b<br>Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.<br><br>2c<br>Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. | informed by their understanding of the elements of theater<br>K2: The function of the research process in guiding the creation and preparation of a presentation<br>K3: How to make informed, cohesive and aesthetically pleasing creative choices<br>K4: How to use technology to their advantage in creating cohesive presentations based on research of various time periods in media history | a text<br>S2: Using text analysis and research to inform design choices<br>S3: Using general academic language<br>S4: Clarifying the meaning of unknown words<br>S5: Citing relevant textual evidence<br>S6: Evaluating how words and phrases shape meaning and tone<br>S7: Writing and revising with an awareness of :style, conventions, and organization<br>S8: Participating effectively in a range of collaborative discussions<br>S9: Adapting speech to a variety of contexts and tasks |

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| 2d<br>Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.<br><br>**Knowledge Constructor**<br><br>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.<br><br>3a<br>Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.<br><br>3b<br>Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.<br><br>3c<br>Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.<br><br>3d<br>Students build knowledge by actively exploring real-world issues and problems, | | |

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| developing ideas and theories and pursuing answers and solutions.<br><br>**Innovative Designer**<br>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.<br><br>4a<br>Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.<br><br>4b<br>Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.<br><br>4c<br>Students develop, test and refine prototypes as part of a cyclical design process.<br><br>4d<br>Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.<br><br>**Computational Thinker**<br>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. | | |

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| 5a<br>Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.<br><br>5b<br>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br><br>5c<br>Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.<br><br>5d<br>Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.<br><br>**Creative Communicator**<br>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.<br><br>6a<br>Students choose the appropriate platforms | | |

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| and tools for meeting the desired objectives of their creation or communication.<br><br>6b<br>Students create original works or responsibly repurpose or remix digital resources into new creations.<br><br>6c<br>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.<br><br>6d<br>Students publish or present content that customizes the message and medium for their intended audiences.<br><br>**Global Collaborator**<br>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.<br><br>7a<br>Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.<br><br>7b<br>Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues | | |

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| and problems from multiple viewpoints.<br><br>7c<br>Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.<br><br>7d<br>Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.<br><br>CC.1.2.11–12.C<br>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.<br><br>CC.1.2.11–12.J<br>Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.2.11–12.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.2.11–12.L<br>Read and comprehend literary nonfiction and | | |

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| informational text on grade level, reading independently and proficiently.<br><br>CC.1.3.11–12.A<br>Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.<br><br>CC.1.3.11–12.B<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.<br><br>CC.1.3.11–12.D<br>Evaluate how an author's point of view or purpose shapes the content and style of a text.<br><br>CC.1.3.11–12.E<br>Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.<br><br>CC.1.3.11–12.F<br>Evaluate how words and phrases shape meaning and tone in texts.<br><br>CC.1.3.11–12.I<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. | | |

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| CC.1.3.11–12.J<br>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.<br><br>CC.1.4.11–12.G<br>Write arguments to support claims in an analysis of substantive topics.<br><br>CC.1.4.11–12.H<br>Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.<br><br>CC.1.4.11–12.I<br>Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.<br><br>CC.1.4.11–12.J<br>Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a | | |

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| concluding statement or section that follows from and supports the argument presented.<br><br>CC.1.4.11–12.K<br>Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.<br><br>CC.1.4.11–12.L<br>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.11–12.S<br>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.<br><br>CC.1.4.11–12.T<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>CC.1.4.11–12.U<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. | | |

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| CC.1.4.11–12.X<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.<br><br>CC.1.5.11–12.A<br>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br><br>CC.1.5.11–12.B<br>Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.<br><br>CC.1.5.11–12.E<br>Adapt speech to a variety of contexts and tasks.<br><br>CC.1.5.11–12.G<br>Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | | |

# Unit 2: The Production Process

## STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

**Standards**

International Society for Technology in Education (ISTE) Standards

**Empowered Learner**
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1a
Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1b
Students build networks and customize their learning environments in ways that support the learning process.

1c
Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1d
Students understand the fundamental concepts of technology operations, demonstrate the ability to

**Transfer**

*Students will be able to independently use their learning to use technology to create film projects of varying genres and lengths using the production process (pre-production, production, post-production).*

**Meaning**

UNDERSTANDINGS
U1: The basics of filmmaking (filming techniques, editing techniques)
U2 The importance of effectively using equipment (cameras, lights, microphones, etc.) and technology (editing software) to produce a film project
U3: The steps of the creative process

ESSENTIAL QUESTIONS
EQ1: How do we use the basics of filmmaking to create believable and engaging film projects?
EQ2: How can we use the elements of film to increase the interest of a final product?
EQ3: How does adherence to the steps in the creative process result in a successful film?
EQ4: How can we use our knowledge of media literacy in an effort to become more purposeful filmmakers?

**Acquisition**

*Students will know...*
K1: How to use basic filmmaking techniques to create believable and engaging films
K2: The function of the production process in guiding the creation and preparation of a film
K3: How to use equipment and technology effectively during film production

*Students will be skilled at...*
S1: Analyzing complex events and specific individuals over the course of a text
S2: Using general academic language
S3: Clarifying the meaning of unknown words
S4: Analyzing the relationship between two or more characters

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| choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.<br><br>**Digital Citizen**<br>Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.<br><br>2a<br>Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.<br><br>2b<br>Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.<br><br>2c<br>Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.<br><br>2d<br>Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.<br><br>**Knowledge Constructor**<br>Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful | K4: How to analyze a piece of media (newscast, film, news story, commercial) and use findings to inform their own media production | S5: Citing relevant textual evidence<br>S6: Evaluating how words and phrases shape meaning and tone<br>S7: Writing and revising with an awareness of :style, conventions, and organization<br>S8: Participating effectively in a range of collaborative discussions<br>S9: Adapting speech to a variety of contexts and tasks |

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| learning experiences for themselves and others.<br><br>3a<br>Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.<br><br>3b<br>Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.<br><br>3c<br>Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.<br><br>3d<br>Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.<br><br>**Innovative Designer**<br>Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.<br><br>4a<br>Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.<br><br>4b<br>Students select and use digital tools to plan and | | |

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| manage a design process that considers design constraints and calculated risks.<br><br>4c<br>Students develop, test and refine prototypes as part of a cyclical design process.<br><br>4d<br>Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.<br><br>**Computational Thinker**<br>Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.<br><br>5a<br>Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.<br><br>5b<br>Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.<br><br>5c<br>Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. | | |

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| 5d<br>Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.<br><br>**Creative Communicator**<br>Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.<br><br>6a<br>Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.<br><br>6b<br>Students create original works or responsibly repurpose or remix digital resources into new creations.<br><br>6c<br>Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.<br><br>6d<br>Students publish or present content that customizes the message and medium for their intended audiences.<br><br>**Global Collaborator**<br>Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively | | |

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| in teams locally and globally.<br><br>7a<br>Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.<br><br>7b<br>Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.<br><br>7c<br>Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.<br><br>7d<br>Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.<br><br>CC.1.2.11–12.C<br>Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.<br><br>CC.1.2.11–12.J<br>Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to | | |

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| comprehension or expression.<br><br>CC.1.2.11–12.K<br>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.<br><br>CC.1.2.11–12.L<br>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.<br><br>CC.1.3.11–12.A<br>Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.<br><br>CC.1.3.11–12.B<br>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.<br><br>CC.1.3.11–12.D<br>Evaluate how an author's point of view or purpose shapes the content and style of a text.<br><br>CC.1.3.11–12.E<br>Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.<br><br>CC.1.3.11–12.F<br>Evaluate how words and phrases shape meaning and tone in texts. | | |

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| the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.<br><br>CC.1.4.11–12.K<br>Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.<br><br>CC.1.4.11–12.L<br>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.<br><br>CC.1.4.11–12.S<br>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.<br><br>CC.1.4.11–12.T<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.<br><br>CC.1.4.11–12.U<br>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. | | |

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| CC.1.4.11–12.X<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.<br><br>CC.1.5.11–12.A<br>Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<br><br>CC.1.5.11–12.B<br>Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.<br><br>CC.1.5.11–12E<br>Adapt speech to a variety of contexts and tasks.<br><br>CC.1.5.11–12.G<br>Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content. | | |