

Lesson No.: 1	Lesson Title: Course Introduction	Periods: 1	
Overall Expectations:		Specific Expectations:	
<p>Learning Activities:</p> <p>Course Outline (15 min)</p> <ul style="list-style-type: none"> Let students know that the curriculum has changed – media will be emphasized more in this course. <i>Oral Communication is one of the four main strands in the curriculum (along with reading, writing, and media studies). Your OC skills will be evaluated in part from your performance in class, including daily discussion</i> <i>Critical thinking skills will be vital in university and work, and this course is going to extend your abilities in that area. You will be asked to reflect – often – on your learning and thinking. In the curriculum expectations, this is called “metacognition” - being aware of how you are learning and your thought processes.</i> <i>Our theme for the semester is “Growing Up and Growing Old”. We’re going to be asking questions like:</i> <ul style="list-style-type: none"> What expectations / stereotypes exist for people of all ages, but especially of old people? How do relationships change as people age? What does it mean to grow up and to age with dignity? <p>FCA Introduction (15 min)</p> <p>*Have copies of all of the books available in the library present in the classroom before starting.</p> <ul style="list-style-type: none"> Distribute FCA Outline. Discuss. Distribute FCA novel options. Review date by which a novel should be selected. Discuss each of the novels, especially those available in the school library. <p>Unit 1 Introduction: 21st Century Literacy (15 min)</p> <ul style="list-style-type: none"> Q: As someone growing up in the 21st century, what do you need to be able to do to be truly literate? (Brainstorm, writing ideas on board.) <i>Our first unit of study is going to be an intense look at some of the foundational skills you will need both for this course and throughout your life.</i> Distribute unit assignments and discuss. <p>Homework (15 min)</p> <ul style="list-style-type: none"> Write a paragraph or more describing the type of person you want to be when you are old. Bring it to class tomorrow. For those brave enough to put it on the class blog tonight ... brownie points. <ul style="list-style-type: none"> Consider someone older whom you admire and identify the characteristics that they possess that you hope you will. Consider the career path you hope to take. What will it be like to retire from that? Consider the family you hope to have. What will they be like when you are older? Consider your interests. Will you have the same ones? How will you pursue them? Distribute student passwords for the class blog. 		<p>Notes:</p> <p>This week is a week of introductions: today is the course and the unit; tomorrow is the class blog; the next day will focus on the FCA.</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> Verbal/Linguistic Logical/Mathematical Musical Visual/Spatial Bodily/Kinaesthetic Interpersonal Intrapersonal Naturalistic Spiritual <p>Bloom’s Taxonomy</p> <ul style="list-style-type: none"> Knowledge Comprehension Application Analysis Evaluation Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> Predicting/Revising Visualizing Connecting text-text Connecting text-self Spatial patterning Inferencing Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> Authorship (Constructed) Format (Technique) Audience Content (Values) Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> Linguistic Visual Audio Gesture Image Spatial Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> Diagnostic Formative Summative Peer/Self Assessment Checklist/Checkbrick Log/Journal Group Presentations Oral questioning Conferencing Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> Differentiated Instruction Emotional Intelligence Metacognition ✓ Literacy Numeracy Problem-solving Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> Character Education Equity Diversity Environmentalism Anti-homophobia Bullying Prevention
Resources: Course Outline; Unit 1 Assignments		Homework: Paragraph – What do I want to be like when I'm old?	

Lesson No.: 2	Lesson Title: Blogging Introduction	Periods: 2	
Overall Expectations: MS 1, 2, 3		Specific Expectations: MS 1.1, 1.2; MS 2.1; MS 3.1	
<p>Learning Activities:</p> <p>Blogs</p> <ul style="list-style-type: none"> Discuss students' experience with blogs. Encourage them to identify characteristics of a blog that differentiate it from other online sources. (Chronological posting, commenting, tagging.) Q: How is a blog different from a wiki? (Single author vs. multiple authors.) Q: What are some ways we might use a blog to facilitate learning? Reminder: Students will be asked what and how they have learned through blogging – expect it on a test. <p>Presentation: Blogging Basics</p> <p>Demonstration: Class Blog (SmartBoard)</p> <ul style="list-style-type: none"> Explain some of the security features that distinguish this from a 'regular' blog. (Not searchable; only members can view student blogs.) Discuss the planned uses for the blog throughout the semester. <ul style="list-style-type: none"> Reading reflections (esp. of FCA novel) Self reflections (growing up and ageing) Lit Circle reflections Distribute student passwords for the blog. <p>First Blog Post</p> <ul style="list-style-type: none"> Inform students that they should attempt to post their paragraph on ageing on their blog that evening. This writing will be assessed. <hr/> <p>Day 2 – Lab / Library – Blogging Workshop</p> <ul style="list-style-type: none"> Have FCA novels on hand for students to review and select. (Actual selection due date is 1 week from this time.) Students ensure 1st post is up and troubleshoot. Students should comment on a minimum of 2 other students' posts. Students should practice finding a CC Flickr image and correctly citing it. <p>Finished? Students can start blogging about their FCA novel.</p>		<p>Notes:</p> <p>Check: Would the librarian like to come in an introduce some of the books on the FCA list?</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ○ Logical/Mathematical ○ Musical ✓ Visual/Spatial ○ Bodily/Kinaesthetic ○ Interpersonal ○ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ○ Analysis ○ Evaluation ○ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ○ Predicting/Revising ○ Visualizing ○ Connecting text-text ○ Connecting text-self ○ Spatial patterning ○ Inferencing ○ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ○ Authorship (Constructed) ○ Format (Technique) ✓ Audience ○ Content (Values) ○ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ✓ Linguistic ○ Visual ○ Audio ○ Gesture ○ Image ○ Spatial ○ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ○ Diagnostic ✓ Formative ○ Summative ✓ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ○ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ✓ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ○ Character Education ○ Equity ✓ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources: Class blog - live		Homework: Post ageing paragraph on student blogs.	

Lesson No.: 3	Lesson Title: Media Literacy	Periods: 1	
Overall Expectations: MS 1, 2		Specific Expectations: MS 1.1-1.6; MS 2.1-2.2	
<p>Learning Activities:</p> <p>Media Literacy</p> <ul style="list-style-type: none"> Have students brainstorm a list of media texts that they interact with regularly. Q: What do you think is involved in being a media literate person? Q: How comfortable are you with your ability to critically and quickly evaluate the media messages you are receiving? <p>Presentation: Key Questions of Media Literacy Based on the Centre for Media Literacy's MediaLit Kit</p> <ul style="list-style-type: none"> Emphasize that the core concepts apply to all media types, and that the questions can be used to approach and analyze all media. <p>Jigsaw: Advertisement Analysis</p> <ul style="list-style-type: none"> Break the class into groups of five. Give each group five copies of an advertisement. (e.g. Group A receives 5 copies of the Jennifer Aniston 'water' advertisement; Group B receives 5 copies of a car advertisement, etc.) Have groups assign a different literacy question and concept to each member. Members should then move to the group related to their assigned question. (Meet with like-numbered question and discuss that question related to each ad.) Group members should then return to their home groups and construct a full analysis of their assigned advertisement using all five media literacy questions. Have groups present their advertisement and analysis. Remind students to keep their notes for tests and exams. 		<p>Notes:</p> <p>Give feedback on common grammatical errors from the blog post on ageing.</p> <hr/> <p>Key Media Questions</p> <ol style="list-style-type: none"> Who created this message? What techniques are used to attract my attention? How might different people understand this message differently? What lifestyles, values, and points of view are represented in or omitted from this message? Why was this message sent? <hr/> <p>Option: Show "The Selling Game" (44 min – 71599). Available from the Durham Media Library.</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ✓ Logical/Mathematical ○ Musical ✓ Visual/Spatial ✓ Bodily/Kinaesthetic ✓ Interpersonal ○ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ✓ Analysis ○ Evaluation ○ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ○ Predicting/Revising ○ Visualizing ○ Connecting text-text ○ Connecting text-self ○ Spatial patterning ○ Inferencing ✓ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ✓ Authorship (Constructed) ✓ Format (Technique) ✓ Audience ✓ Content (Values) ✓ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ○ Linguistic ✓ Visual ○ Audio ○ Gesture ✓ Image ○ Spatial ○ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ○ Diagnostic ✓ Formative ○ Summative ✓ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ✓ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ○ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ○ Character Education ✓ Equity ✓ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources: Media Lit presentation; 5 copies each of several advertisements		Homework:	

Lesson No.: 4	Lesson Title: Stereotypes / Male Violence in Media	Periods: 1	
Overall Expectations: MS 1, 2, 4		Specific Expectations: MS 1.1-1.5; MS 2.1-2.2; MS 4.1	
<p>Learning Activities:</p> <p>Discussion</p> <ul style="list-style-type: none"> Draw two boxes on the board. In one write “Act like a lady” and in the other write “Be a man.” Have students call out characteristics of women / men that fit in or outside of the box. (Focus on the ‘inside the box’) (Optional: Describe a situation in which stereotypical behaviours can actually be quite harmful. For example, a couple is ‘parking’, and he wants to go all the way while she doesn’t. If they both act out of stereotypical identities, what could happen? (Date rape.)) <p>Role Play</p> <ul style="list-style-type: none"> Have two volunteers (one male, one female) act out a scenario, first as stereotypical male/female characters, and secondly as two people who want a genuine and healthy relationship. <p><i>Scenario: Mark and Alice have been dating for several months. This Friday Mark wants to go out with Alice to a movie; Alice has already made plans to go out with her friends. They meet in the hall ...</i></p> <p>Stereotypes in Media</p> <ul style="list-style-type: none"> As a class watch a clip from a movie like <i>Aeon Flux</i> or <i>Bond</i>. Together use the five questions to analyze the clip. Q: What stereotypes are evident in the clip? How are stereotypes reinforced? How are they broken? <p>Male Violence in Media</p> <p>From <i>Media Awareness Network</i>, Advertising and Male Violence by Jane Tallim.</p> <ul style="list-style-type: none"> Q: Which stereotype would you associate ‘violence’ with? (“Be a man.”) Q: What percentage of violent crime is committed by males? (90%) Q: Does this figure surprise you? Q: What percentage of the victims of violent crime are females? (30%) Q: Why isn’t more violent crime committed by females? (A: Traditionally society hasn’t condoned or reinforced female violent behaviour.) Q: What does the saying “Boys will be boys,” mean to you? (This saying is one way in which male violence is encouraged or condoned by society.) Q: What are some ways in which society uses media to ‘normalize’ male violence? Think about movies, video games, sports, music videos, etc. Q: We tend to overlook how much advertising uses violence to market products to males. What are some examples of violence being used to sell products? <p>Presentation: Themes of Male Violence in Advertising</p> <p>Discussion</p> <ul style="list-style-type: none"> In groups, students should analyze an assigned advertisement using the five key media questions, paying special attention to the use of male violence and gender stereotyping. Groups should present their findings to the class in 2-4 minutes. <p>Individual Media Text Analysis</p> <ul style="list-style-type: none"> Remind students of the expectations and due date (Sep 11). 		<p>Notes:</p> <p>Option: Watch “Sexual Stereotypes in the Media” (38 min - 75187) or “Picture Perfect” (40 min – 74946). Available from Durham Media Library.</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ○ Logical/Mathematical ○ Musical ○ Visual/Spatial ✓ Bodily/Kinaesthetic ✓ Interpersonal ✓ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom’s Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ✓ Analysis ✓ Evaluation ○ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ○ Predicting/Revising ✓ Visualizing ✓ Connecting text-text ✓ Connecting text-self ○ Spatial patterning ○ Inferencing ✓ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ○ Authorship (Constructed) ○ Format (Technique) ○ Audience ✓ Content (Values) ○ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ✓ Linguistic ✓ Visual ○ Audio ○ Gesture ✓ Image ○ Spatial ○ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ○ Diagnostic ✓ Formative ○ Summative ○ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ○ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ✓ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ✓ Character Education ✓ Equity ✓ Diversity ○ Environmentalism ✓ Anti-homophobia ○ Bullying Prevention
Resources: Stereotypes and Male Violence presentation		Homework: Individual media text analysis	

Lesson No.: 5	Lesson Title: News Analysis	Periods: 1
Overall Expectations: MS 1, MS 2		Specific Expectations: MS 1.1-1.6; MS 2.1-2.2
<p>Learning Activities:</p> <p>Discussion</p> <ul style="list-style-type: none"> Q: How many of you listen/watch/read the news daily? Weekly? Q: What is your preferred way of staying on top of the news? Q: Can anyone tell me what some of the top stories are right now? Q: What do you think makes them “top stories”? <i>Today we’re going to be analyzing news using our five key questions. This may feel a bit harder than using those questions for advertisements, but I think you’ll see how valuable the questions are after we’ve done this. One of the things I want you be able to do by the end of the semester is to be able to use these questions when you see, hear, or read anything.</i> <p>News as Media Presentation</p> <p>Small Groups</p> <ul style="list-style-type: none"> Divide the class into small groups. Distribute a copy of a newspaper to each group. Ideally different newspapers reporting on the same day will be available. (Option: assign one group to look at a news website.) Review the questions on the analysis page, and then ask students to complete it in their groups. Once completed, discuss their findings. Has anything surprised them? Q: Look at the people who are discussed in the news. Think about age, gender, and race. Whose world is being portrayed? Whose is missing in the news? <p>Class Viewing</p> <ul style="list-style-type: none"> Watch a news show from the same day as the newspapers that students have looked at. Have students track the stories, sequence, and scope of the broadcasted stories. In small groups, have students compare their viewing experience with what they found in the newspaper. Have students present their findings, and discuss. <p>Remind students of their news analysis homework.</p>		<p>Notes:</p> <ul style="list-style-type: none"> Multiple Intelligences <ul style="list-style-type: none"> ✓ Verbal/Linguistic ✓ Logical/Mathematical ✓ Musical ✓ Visual/Spatial ✓ Bodily/Kinaesthetic ✓ Interpersonal ✓ Intrapersonal ○ Naturalistic ○ Spiritual Bloom’s Taxonomy <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ✓ Analysis ✓ Evaluation ○ Synthesis Reading Strategies <ul style="list-style-type: none"> ✓ Predicting/Revising ✓ Visualizing ✓ Connecting text-text ○ Connecting text-self ✓ Spatial patterning ○ Inferencing ✓ Critical questioning Media/Multi-Literacy <ul style="list-style-type: none"> ✓ Authorship (Constructed) ✓ Format (Technique) ✓ Audience ✓ Content (Values) ✓ Purpose Design Grammars <ul style="list-style-type: none"> ✓ Linguistic ✓ Visual ✓ Audio ✓ Gesture ✓ Image ○ Spatial ✓ Multi-modal A&E Strategies <ul style="list-style-type: none"> ○ Diagnostic ✓ Formative ○ Summative ○ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ✓ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: Cross-Curricular <ul style="list-style-type: none"> ✓ Differentiated Instruction ✓ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers Board Topics <ul style="list-style-type: none"> ○ Character Education ✓ Equity ✓ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources: News as Media presentation		Homework: News Analysis

Lesson No.: 6	Lesson Title: Online Safety and Research	Periods: 1	
Overall Expectations: W1; MS 1		Specific Expectations: W 1.3, 1.5; MS 1.2, 1.5	
<p>Learning Activities:</p> <p>Discussion</p> <ul style="list-style-type: none"> Q: What are some of the benefits of the Internet? Q: What are some of the drawbacks of the Internet? <p>Presentation: Information R/evolution</p> <ul style="list-style-type: none"> Play the video Invite students' responses. <p>Presentation: Internet IQ Ppt</p> <p>Class Wiki: webereng4u.wikispaces.com</p> <ul style="list-style-type: none"> Q: Who can explain what a wiki is? Q: How might we be able to use a wiki for the classroom? Share the wiki URL and explain that this will be a home portal for students for the course. Demonstrate how to add a page and edit it. Explain the difference between being a member of the wiki and being a manager (ability to edit pages as a member; additional ability to lock pages as a manager). Discuss the discussion board feature. <p>Discussion</p> <ul style="list-style-type: none"> Q: What are some characteristics of a healthy, safe community (or school or group)? Q: What role do rules play in keeping a community healthy? Q: Who should establish rules for a community? <p>Wiki</p> <ul style="list-style-type: none"> Q: How is a wiki like a community? Q: What types of behaviours do we want to encourage? What do we want to discourage? Have students work in groups of 2-4 to brainstorm ideas for a wiki code of conduct. Each group should present their ideas. Have a volunteer jot down their ideas and compile them, then put a draft on the wiki. (If possible, live edit the wiki.) Discuss consequences to breaches of conduct, and agree on reasonable solutions. Post the final code of conduct on the wiki and lock it. <p>Computer Lab: Group Activity</p> <ul style="list-style-type: none"> In groups, students will find and evaluate resources on the topic of climate change. Assess another group's online resources and submit the evaluation – along with a self-evaluation – by Tues Sep 15. STUDENTS WHO DO NOT PERFORM ADEQUATELY WILL NEED TO RE-DO THIS ASSIGNMENT BEFORE MOVING ON TO ANY OTHER WORK IN THE CLASS. Set up a personal page for online work. This should introduce the student (safely). It may include an avatar or image. 		<p>Notes:</p> <p>Media Text Analysis due today</p> <p>FCA Selection post due today</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ✓ Logical/Mathematical ○ Musical ○ Visual/Spatial ○ Bodily/Kinaesthetic ✓ Interpersonal ○ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ○ Analysis ✓ Evaluation ○ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ○ Predicting/Revising ○ Visualizing ○ Connecting text-text ○ Connecting text-self ○ Spatial patterning ○ Inferencing ✓ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ✓ Authorship (Constructed) ○ Format (Technique) ○ Audience ✓ Content (Values) ✓ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ✓ Linguistic ✓ Visual ○ Audio ○ Gesture ○ Image ○ Spatial ○ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ✓ Diagnostic ○ Formative ○ Summative ✓ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ○ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ○ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ✓ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ○ Character Education ○ Equity ○ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources:		Homework:	

Lesson No.: 7	Lesson Title: Camera Angles	Periods: 1	
Overall Expectations: MS 2		Specific Expectations: MS 2.1, 2.2	
<p>Learning Activities:</p> <p>Warm-up Discussion Q: If you were to take one shot that best communicated what we do in this class, what would it be? (Brainstorm in groups if preferred.)</p> <p><i>Pictures are powerful. Everything from their selection, set-up, and use communicates a message. In this period we're going to be paying particular attention to the "language" of pictures and considering how storytellers use them effectively.</i></p> <p>Photograph Activity: Camera distance</p> <ul style="list-style-type: none"> Have students take shots from different angles. (of a tall person from above vs. a short person from below; of a close-up vs. wide angle shot; of "horror" lighting vs. lighting from above.) Display to the class and discuss the various effects. <p>Camera Shots Quiz Have students complete the camera shots quiz</p> <p>Lecture: Camera Shots Adapted from the Media Awareness Network: Camera Shots Lesson Plan</p> <ul style="list-style-type: none"> Use PPT to introduce camera techniques. Take up quiz as a class <p>Comic Strip Analysis</p> <ul style="list-style-type: none"> Have students select a comic story consisting of at least 5 frames. For each frame, students should: <ul style="list-style-type: none"> identify camera distance identify camera angle discuss other techniques explain the overall effect Submit their analysis in writing within two days (Wed Sep 16) <p>Storyboarding</p> <ul style="list-style-type: none"> Use clips from LOTR DVD to show a storyboard in progress. Discuss how similar it is to a comic story, and how the camera angles are important. <ul style="list-style-type: none"> <i>Fellowship Appendices Part 1: Visualizing the Story</i> <ul style="list-style-type: none"> <i>Storyboards and PreViz (stop after 4 min)</i> <i>Animatic to Film Comparison (Nazgul attack)</i> 		<p>Notes:</p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ✓ Logical/Mathematical ✓ Musical ✓ Visual/Spatial ✓ Bodily/Kinaesthetic ○ Interpersonal ○ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ✓ Analysis ✓ Evaluation ✓ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ○ Predicting/Revising ✓ Visualizing ○ Connecting text-text ○ Connecting text-self ✓ Spatial patterning ✓ Inferencing ✓ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ○ Authorship (Constructed) ✓ Format (Technique) ○ Audience ○ Content (Values) ○ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ○ Linguistic ✓ Visual ○ Audio ○ Gesture ✓ Image ○ Spatial ○ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ○ Diagnostic ○ Formative ○ Summative ○ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ✓ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ○ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ○ Character Education ○ Equity ○ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources: Camera(s) with connector cords; Handouts; Comic Books; Political cartoons		Homework:	

Lesson No.: 8	Lesson Title: Movie Analysis	Periods: 3	
Overall Expectations: MS 1, 2, 4		Specific Expectations: MS 1.1-1.6; MS 2.1-2.2; MS 4.1-4.2	
<p>Learning Activities:</p> <p>Discussion</p> <ul style="list-style-type: none"> What tools do film directors have at hand to tell their story? (e.g. camera angle, point of view, camera distance, sound, colour, etc.) <p><i>We'll be building on our work with camera angles, distance, and point of view initially; then we'll be analyzing the full range of a director's choices.</i></p> <p>Visual Analysis</p> <ul style="list-style-type: none"> Show a scene from a movie without sound and have students answer the following questions: <ul style="list-style-type: none"> Identify the type of shot(s) in order (establishing, medium, etc.) Identify the camera angles used. Note any colour use. (Is it vivid? Muted? Primary?) How do the shots and camera angles work to tell the story? What are they saying about characters and/or the action? Ask students to explain the kind of music or other sounds they would imagine fitting this scene Play the scene with sound and discuss the director's choice. Comment on the different sound tracks available to the director: voice, sound effects, and background music. <p>Movie Analysis</p> <ul style="list-style-type: none"> Distribute Film Analysis Handouts / assignments and review. Watch and discuss an action movie. Have students complete the analysis Remind students that they will be tested on their knowledge of this movie as well as on other aspects of media literacy 		<p>Notes:</p> <p>News Analysis due Tue Sep 15</p> <p>Blog Self-Evaluations are due Thu Sep 17</p> <p>Options for Movie Analysis: <i>The Dark Knight</i> <i>Batman Begins</i> <i>Unbreakable</i></p> <p>Options for Scenes: <i>Pride and Prejudice</i> <i>Ladyhawke</i> <i>Dark Knight</i></p>	<p>Multiple Intelligences</p> <ul style="list-style-type: none"> ✓ Verbal/Linguistic ✓ Logical/Mathematical ✓ Musical ✓ Visual/Spatial ✓ Bodily/Kinaesthetic ○ Interpersonal ○ Intrapersonal ○ Naturalistic ○ Spiritual <p>Bloom's Taxonomy</p> <ul style="list-style-type: none"> ✓ Knowledge ✓ Comprehension ✓ Application ✓ Analysis ✓ Evaluation ✓ Synthesis <p>Reading Strategies</p> <ul style="list-style-type: none"> ✓ Predicting/Revising ○ Visualizing ✓ Connecting text-text ✓ Connecting text-self ✓ Spatial patterning ✓ Inferencing ✓ Critical questioning <p>Media/Multi-Literacy</p> <ul style="list-style-type: none"> ✓ Authorship (Constructed) ✓ Format (Technique) ✓ Audience ✓ Content (Values) ✓ Purpose <p>Design Grammars</p> <ul style="list-style-type: none"> ✓ Linguistic ✓ Visual ✓ Audio ✓ Gesture ✓ Image ✓ Spatial ✓ Multi-modal <p>A&E Strategies</p> <ul style="list-style-type: none"> ○ Diagnostic ○ Formative ✓ Summative ○ Peer/Self Assessment ○ Checklist/Checkbrick ○ Log/Journal ○ Group Presentations ○ Oral questioning ○ Conferencing ○ Other: <p>Cross-Curricular</p> <ul style="list-style-type: none"> ✓ Differentiated Instruction ○ Emotional Intelligence ○ Metacognition ✓ Literacy ○ Numeracy ○ Problem-solving ○ Pathways/Careers <p>Board Topics</p> <ul style="list-style-type: none"> ○ Character Education ○ Equity ○ Diversity ○ Environmentalism ○ Anti-homophobia ○ Bullying Prevention
Resources: Movie		Homework:	