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| **­­­­English Department: Motueka High School**  **YEAR: 9CZ 2012 CURRICULUM LEVEL/S: 4/5 UNIT TITLE: Film Study – Eight Below (Part of Adventure Unit) DURATION: 4 – 6 weeks** |

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| **ACHIEVEMENT OBJECTIVES** | | | |
| **Making meaning**  *Listening Reading*  ***Viewing*** **(bold relevant one)** | | **Creating meaning**  *Speaking* ***Writing Presenting*** **(bold appropriate one)** | |
| **Processes and strategies** | | **Processes and strategies** | |
| **Purposes and audiences** | | **Purposes and audiences** | |
| **Ideas** | | **Ideas** | |
| **Language features** | | **Language features** | |
| Structure | | Structure | |
| **Key competencies highlighted in this unit – bold relevant ones** | | **How students will be encouraged to develop the selected competency/s during the unit** | |
| **Managing self** – self-motivation, personal goals, appropriate behaviour, resourcefulness, sense of self and importance of heritage | |  | |
| **Relating to others – listen actively, recognize different points of view, negotiate, share ideas.** | |
| **Participating and contributing** – balancing rights, roles and responsibilities, and responding appropriately as a group member. | |
| **Thinking – using creative, critical, metacognitive and reflective processes, drawing on personal knowledge and intuitions.** | |
| **Using language, symbols, and texts – interpreting language and symbols, using ICT, recognising how choices of language and symbol affect people’s understanding.** | |
| **Values highlighted in this unit – bold relevant ones** | | **How students will be encouraged to develop the selected value or values during the unit** | |
| **Excellence – aiming high, persevering** | |  | |
| **Innovation**, **enquiry and curiosity** | |
| Diversity – culture, language, heritage | |
| Respect – for themselves and others | |
| **Equity – fairness and social justice** | |
| **Community and participation for the common good** | |
| **Care for the environment** | |
| **Integrity – accountability, honesty, acting ethically** | |
| **Principles highlighted in this unit – bold relevant ones** | | **How students will be encouraged to develop the selected principles during the unit** | |
| **High expectations** | |  | |
| Treaty of Waitangi | |
| Cultural diversity | |
| Inclusion | |
| **Learning to learn** | |
| Community engagement | |
| Coherence | |
| **Future focus** | |
| **Links to the junior/senior curriculum AND/OR cross curricular links** | | **Links to specific Achievement Standards/Unit Standards (including relevant assessment criteria descriptors)** |
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| **ASSESSMENT**  **Note: “Assessment” is not synonymous with formal testing** | | | |
| **Diagnostic**  ***What do they know?***  ***What can they do?***  **(bold relevant ones)** | | **Formative**  ***Individual and group feedback & feedforward -***  ***What are they learning?***  ***What do they need to learn?***  **(bold relevant ones)** | **Summative**  ***What have they learned?***  ***Can the students explain how they learned it? (Opportunities for metacognition and student evaluation of activities.)***  **(bold relevant ones)** |
| **Junior**   * Asttle/ Profile task * STAR * Writing test * Listening test * Spelling test * Observation * Discussion * Directed questions * Other | **Senior**   * NCEA Results * Informal discussions with previous teacher * Other | * Opportunity to practice the skills necessary to achieve the learning outcomes * Self assessment * Peer assessment * Teacher feedback – either orally or written * Other | * Assessment task   Provide details:   * Student evaluation sheets * Other |

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| **Resources** | **Key Vocabulary** |
|  | * Adjectives Film terms- ECU, CU, MS, LS, High Angle, Low Angle * Response Zoom, Pan, Tilt, Track * Storyboard Dialogue, Music, Silence, Environmental, SFX |

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| **LEARNING OUTCOMES**  **By the end of this unit students will ………** | | **How students will learn (what we will do)**  **For example: Through the use of effective literacy strategies, thinking tools, co-operative activities …keeping in mind literacy, cultural diversity, gender, G and T, VAKT, E4E, future focus** | |
| 1. Watch a movie – look at the elements of plot, character, theme, completing written activities to show comprehension. 2. Close view selected scenes - look at visual and verbal techniques associated with movies, looking at the film maker’s purpose. 3. Complete a storyboard.. 4. Study the conventions of a film review. 5. Write a film review | | **Teaching and learning (learning activities)**   * View film. * Re-view film, questions to answer – discussion on events. * Construct a timeline/flowchart of events. * Pick the event that had the most impact on you. Describe the event and explain the impact it had on you……………..similar to a personal response entry. (Look at words which describe responses) * Make a list of the characters, and for each, supply 4 adjectives which describe their personalities, adding reasons or evidence from the film. * Consider which character you would leave out – explain why. * Considering this is true story – what is the message behind this film, why did anyone bother making a film about this event? What were we meant to learn? Discussion. Paragraph to write. (SEXY) * Technical aspects – visual and verbal techniques. Handout sheet – matching exercise with terms, examples and effects. * Storyboard activity - short story…. leopard seal attack. * Close viewing of a scene to see what, how and why the techniques were used. Grid sheet to fill in. See how their storyboard compared to the leopard seal incident in the movie. * Close viewing test on a different scene. * EXTENSION - Film review? Formal writing. | |
| **Teacher reflection and evaluation:**  What impact did my teaching have on student learning? What evidence do I have? | **What do the students still need to learn/do/practise/understand?** | | **What would I do differently next time?** |
| **Moved film review to an extension activity as the unit seemed to go on for a long time because of interruptions.** |  | |  |