

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



English

CP & Honors 12 Elective: Film and Literature

Course Description

In only a century, films have evolved from straightforward recordings of events to complex forms of art and communication. In this challenging course, students will go beyond viewing films as mere sources of entertainment and explore how to analyze films for meaning. Students will read source novels, scripts, stories, and critical reviews and analyses of films to gain a deeper understanding of how a film works as a narrative. The critical thinking skills that students have developed in three years of literature study will be now applied to a multi-modal medium that demands quick processing and full attention to appreciate. Students will be expected to write a variety of analytical works about the films they view in class.

Reading & Writing Skills

READING

MA Curriculum Frameworks Standards RL. 1-7, 10

- Cite strong and thorough textual evidence
- Determine two or more themes or central ideas of a [film] and analyze their development over the course of the [film]
- Analyze the impact of the [director's] choices regarding how to develop and relate elements of a story [or film]
- Determine the figurative or connotative meaning(s) of words and phrases
- Analyze how a [director's] choices concerning how to structure specific parts of a [film] contribute to its overall structure and meaning as well as its aesthetic impact
- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant
- Analyze one or more critical responses to a work or body of [film].
- Independently and proficiently [view] and comprehend [films] representing a variety of genres, cultures, and perspectives.

WRITING

MA Curriculum Frameworks Standards W1-6, 8-10

- Write arguments
- Write informative/explanatory texts
- Write narratives
- Produce clear and coherent writing appropriate to the audience
- Develop and strengthen writing as needed
- Use technology to produce, publish, and update writing products
- When conducting research, gather relevant information from multiple authoritative print and digital sources
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.
- Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research.

Language, Speaking, and Listening Skills

SPEAKING AND LISTENING

MA Curriculum Frameworks Standards SL.1-2, 4-6

- Initiate and participate effectively in a range of collaborative discussions.
- Integrate multiple sources of information presented in diverse formats and media.
- Present information, findings, and supporting evidence.
- Adapt speech to a variety of contexts and tasks.
- Make strategic use of digital media in presentations to enhance understanding of findings, and add interest.

LANGUAGE

MA Curriculum Frameworks Standards L. 1-3, 6

- Demonstrate command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling.
- Apply knowledge of language to understand how language functions in different contexts
- Acquire and use accurately academic and domain-specific words and phrases.



Units	Essential Questions	Key Activities <u>MAY include:</u>
Narrative in Film	<ul style="list-style-type: none"> • Why should we analyze film? • Why are changes made when adapting text to film? • How do directors illustrate their choices in film? • How do directors creatively structure films to tell a story? 	<ul style="list-style-type: none"> • Close reading • Vocabulary study • Analytical essays • Socratic seminars • Creative projects • Viewing Journal
Cinematography	<ul style="list-style-type: none"> • How are camera angles, types of shots, and movement of the camera used to create meaning in a film? • How does sound create additional emotional effects and meaning that is absent in text? 	
Editing	<ul style="list-style-type: none"> • How does editing create juxtaposition or symbolism in film? • How does editing enhance themes, stories, or emotional responses? 	
Mise en Scene	<ul style="list-style-type: none"> • How do directors' choices in setting, color, framing, angle, lighting, and placement affect the meaning and effect of a scene or a film? • How do directors' choices in these areas create a mood or tone that permeates the entire film? 	

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Curriculum Guide Overview

Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.

Socratic Seminar

A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class. (Definition modified from NCTE ReadWriteThink, <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>)