SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title: **Literary Analysis Through Film** If Title Change, State Old Title:_____	7. Action **X - New Course** ☐ **Course Revision** ☐ **Title Change Only**
2. Date Submitted:	8. Grade Level(s) ☐ **6** ☐ **9** **X-11** ☐ **7** ☐ **10** **X-12** ☐ **8**
3. Transcript Title/Abbreviation(s)	9. Prerequisites (Please list.)
4. Transcript Course Code/Course Number :	10. Seeking Program Distinction? ☐ **YES (Check one below.)** **X - NO** ☐ **Honors** ☐ **AP** ☐ **Other**
5. Subject Area: **ELA**	11. Is this a CTE course? ☐ **YES** **X - NO** **If YES, complete Section C**
6. Department: **ELA**	12. Previously approved by UC? ☐ **YES** **X - NO** ☐ **NA for 6th-8th** **Year approved** **Year removed**
13. UC ELIGIBILITY Already eligible? ☐ **NA 6th-8th** ☐ **YES** X - NO **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ Proposing eligibility? ☐ **NA 6th-8th** X -YES ☐ **NO** **a** ☐ b - X **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ **Please mark one for approved eligibility or proposed eligibility.**	14. Unit Value/Course Credit/Length of Course ☐ **0.5 (semester or half-year** X - 1.0 (one year equivalent) ☐ **2.0 (two-year equivalent)** ☐ **Other**
15. School Contact and Course Developer: Name: **Nancy Lovelady** Phone: **510-618-4600x2114** Email: **nlovelady@slusd.us** Position: **ELA department chair**	
16. Approval Signatures: Approval Date: Department Chair: 1/22/16 Principal: 2/8/16	DISTRICT OFFICE USE ONLY Date approved by Board Curriculum Committee: 4/5/16 Date approved by Board:

SECTION B. COURSE CONTENT

17. Course Description:

Literary Analysis Through Film is a college preparatory course for 11th/12th grade students that prepares students for a rigorous college experience, and promotes 21st century skills and strategies, that include critical thinking, creativity, and communication, collaboration, character and college/career readiness. This will be achieved through rigorous, in depth writing including: a variety of essays and literary genres, such as non-fiction, fiction, novels, plays, short stories, propaganda, and research, along with in-depth analysis, scholarly criticism and comparisons, note-taking skills and discussion. This course will build on prior knowledge attained through passage of 9th and 10th grade level course curriculum. Special attention will be paid to close reading/viewing, argumentative writing and text/film based evidence communicated through writing, reflection and critical thinking, using the vehicle of cinema.

The course is divided into units which revolve around topics of interest and concern to students, the school, and world at large. Within each thematic unit, various genres will be examined in depth, focusing on universal, cross-cultural themes/archetypes which all students can relate to, using the skills gained within the course as a springboard to promote critical thinking, creativity, and communication to build character; defining themselves both as individuals and as members of a multi-ethnic, global society.

Within each unit, selected cinematic works from a variety of genres will be examined, for critical elements that connect these films to the viewer(s) and society at large. Through readings of critically acclaimed, globally recognized critics, in depth performance pieces, and screenplays, students will discover, identify and analyze methods/techniques used by cinematographers and directors to manipulate language, theme, tone and other literary forms through the lens of film. Students will apply ELA skill sets in order to embrace creative visual interpretations of classic themes, messages, and archetypical roles, which exist in fiction and non-fiction, and will be expanded through critical reading, writings and film.

The main emphasis of this course is to prepare students to read, write, listen and speak cogently, as well as to promote critical, thoughtful thinking, encourage and build communication skills, promote building personal character and produce a student prepared for either college or career aspirations.

This course curriculum is consistent with CCSS for English Language Arts, grades 11 – 12.

18. Course Goals and/or Major Student Outcomes:

Literary Analysis Through Film is a rigorous course that focuses on preparing students to be well informed, thoughtful and critically minded thinkers, writers, and listeners. The course will align closely with 21st century skills development, including: critical thinking, creativity, communication, collaboration, character and college/career readiness in both written and cinematic formats.

The fundamental principle of this course, using film to explore language arts, also allow for a wide variety of student learning needs to be met due to the multiple modalities of information exchanges as student comprehension and work production. This course will offer new programming opportunities for students with processing disorders as well as English language learners to be able to engage and interact with English Language Arts in a way not currently offered. By combining visual/spatial, auditory, and oral methods of instruction, students are able to capitalize on their individual processing strengths, while still being exposed to rigorous academic exercises. Students with mild specific learning disabilities in either reading or writing will also be able to explore ELA in engaging, and age appropriate, means allowing for them to build academic skills using their cognitive strengths.

Upon completion of the course, students will be able to:

- communicate clearly and coherently both in writing and orally, using a wide variety of media, technology and styles. Critical writing will include expository, analytical, and argumentative writings, which will be evaluated for development of focus, a clear, concise thesis, a logical progression of ideas, use text/film based evidence to develop writing that supports the thesis, and proves the intended argument. Students will use literary elements and devices from literary experiences and apply them to film, using evidence from character analysis through quotations, details and a purposeful, effective argument.

- read and comprehend a wide variety of media, both written and visual, with grade appropriate materials, including fiction, non-fiction, op-ed pieces, film, critiques from globally recognized scholars/film critics as well as essays to provide historical and cultural context. With film as a basis, students will interpret, experience and evaluate themes through writing, technology and project based learning, and Socratic style seminars, using rubrics to improve elements of rhetoric, syntax and individual style.

- complete challenging, problem based projects, based on collaborative group discussions, as well as examining film in both individual and community settings.

- formulate film analysis and critique through effective, persuasive, argumentative exercises, through writing, reading and oral/multimedia presentations.

- write essays analyzing film and literary works in terms of genre/sub-genre, character, and use of literary devices and figurative language by an author/director to achieve a desired purpose for the viewer/audience and society. Student will also analyze and formulate essays focused on enduring stereotypes of societal groups, representations exploring race, gender, and class, as well as delve into productions and cultural meanings explored in society through film. They will also examine film and literature through the lens of historical context, research and form arguments

about philosophical ramifications and complexities of works of film and literature, citing and supporting these arguments in standard MLA format.

Below are listed the Common Core State Standards and ELD Standards (Overview) that will be met through this course.

18. Course Objectives (CCSS Standards)

CCSS and COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING:

Text Types and Purposes:

CCSS.ELA-LITERACY.CCRA.W.1 / CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

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.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.CCRA.W.2 / CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.CCRA.W.3 / CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.CCRA.W.4 / CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.11-12.5

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.

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to

maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.B

Apply grades 11-12 Reading standards to literary nonfiction and the premises, purposes, and arguments in works of public advocacy

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

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 tasks, purposes, and audiences.

CCSS FOR READING LITERATURE:

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements ice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS FOR READING INFORMATIONAL TEXT:

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

CCSS FOR SPEAKING & LISTENING:

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

***ENGLISH LANGUAGE LEARNERS adapted from the ELD framework, www.cde.gov**

English learners read, analyze, interpret, and create a variety of literary and informational text types. They develop an understanding of how language is a complex, dynamic, and social resource for making meaning, as well as how content is organized in different text types and across disciplines using text structure, language features, and vocabulary depending on purpose and audience. They are aware that different languages and

variations of English exist, and they recognize their home languages and cultures as resources to value in their own right and also to draw upon in order to build proficiency in English. English learners contribute actively to class and group discussions, asking questions, responding appropriately, and providing useful feedback. They demonstrate knowledge of content through oral presentations, writing tasks, collaborative conversations, and multimedia. They develop proficiency in shifting language use based on task, purpose, audience, and text type.

Critical Principles for Developing Language and Cognition in Academic Contexts:

While advancing along the continuum of English language development levels, English learners at all levels engage in intellectually challenging literacy, disciplinary, and disciplinary literacy tasks. They use language in meaningful and relevant ways appropriate to grade level, content area, topic, purpose, audience, and text type in English language arts, mathematics, science, social studies, and the arts. Specifically, they use language to gain and exchange information and ideas in three communicative modes (collaborative, interpretive, and productive), and they apply knowledge of language to academic tasks via three cross-mode language processes (structuring cohesive texts, expanding and enriching ideas, and connecting and condensing ideas) using various linguistic resources.

20. Course Outline:

Literary Analysis Through Film is scaffolded into Units of Study based on specific Common Core skills. This course is broken down into six units of study:

*On-going Unit (Unit One through Six): College and Career Readiness Skills

Students will build skills to prepare for the College and Career Readiness experience by building a body of work which is embedded through the course of study. Students will be comfortable in writing, reading, listening and speaking through rigorous practice of argumentative writing and analysis, as well as through becoming more adept at collaborating with peers, creating multimedia projects, presenting to their peers and larger audiences, and as such, will build character and confidence to succeed in either a college or career environment of their choice.

Unit One: Fundamentals of Literary Analysis of Film

Unit One focuses on orienting students to classroom norms and expectations, setting a rigorous tone of student engagement, involvement and personal responsibility. By

connecting previous learning in traditional English classes, students will learn to transition and apply the concepts they have learned to build upon a new environment of considering film as literature. Terms such as theme, characterization, leitmotif, mood, tone and plot are concepts that apply to both film as well as literature and will be identified and connected to past learning. Scaffolded upon that base, students will become proficient in taking film to the next level of learning, and will write about film elements, such as angles, shots, sound, lighting and transitions that are used to influence an audience's perception and understanding. The identification of these elements of film will assist students in becoming critical thinkers regarding film.

Students will collaborate to discuss themes, characterization, structure and cinematic elements. They will write for a variety of purposes, including informational, analytical and critical assignments about film and literature. Students will practice close reading skills, work collaboratively, annotate and practice dialectical journal writing for a variety of purposes and audience. This is the introductory unit for the year and is designed to provide scaffolding of skills that will be used and refined throughout the year.

Possible Film Selections:

'Stand By Me' (1986, R), Ratatouille Trailer (2007, G), Alfred Hitchcock presents, "Lamb to the Slaughter, (1958, Not Rated), Most Dangerous Game (1932, Not Rated), "The Making of Jaws"/'"The Making of Chicago"(1975, Not Rated), "The Cutting Edge-The Magic of Movie Editing" (2004, Not Rated)

Unit Two: Visual Literacy through Examination of Film Genres and Subgenres

Unit Two will be devoted to careful and critical examination of film and the genres embodied within cinema, using existing literary genres as a foil. Students will focus on analyzing films and accompanying texts, fiction and nonfiction, to understand the meaning of the work. This survey will be accomplished by close reading, viewing and in depth discussion, guided or in a Socratic seminar setting.. Students will compare multiple sources of text/film to critically ascertain underlying themes and messages as well as to analyze which genre representation is evident through careful and close consideration of screenplays, the film, critical reviews and discussion with peers. Through this analysis, students will be able to determine genres and subtypes, and be able to write, discuss and present their findings/theories to their peers, class and larger audiences. They will also learn how to evaluate techniques used by a director to determine mood, message, tone and social content of the films viewed. In this unit, students will learn the importance of presenting and researching a solid thesis, and practice using evidence from multiple texts/films/critical analyses to support this thesis.

Students will also become familiar with and be able to recognize various perspectives and to realize the impact of an author and director's choice of shot, subject matter, filming

choices and point of view of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Possible Film Selections:

Suspense/Horror: Psycho (1960, R), The Birds (1963, PG-13), Rear Window(1954, PG), Dial M for Murder (1959, PG) Vertigo (1958, PG) Disturbia (2007,PG-13), The Shining, (1980,R), Misery (1990, R)

Western: Stagecoach (1939, Not Rated), Shane (1953, Not Rated), Butch Cassidy and the Sundance Kid (1969, PG), Dances with Wolves(1990, PG-13), True Grit (2010, PG-13), The Good, the Bad, and the Ugly (1966, R), Tombstone, (1993, R), Jeremiah Johnson (1972, Not Rated)

Historical Films: Elizabeth(1998, R), Girl with the Pearl Earring (PG-13), The Madness of King George (PG-13), The Last of the Mohicans(1992, R), Amadeus (1984, R), Ben-Hur (1959, G), Spartacus (1960, PG-13), Gone with the Wind(1939, G), The Last Emperor (1987, PG-13)

Drama: Modern Times(1936, G), 12 Angry Men (1957, Not Rated), Casablanca(1942, PG), Citizen Kane(1941, PG), Forrest Gump(1994, PG-13), Judgement at Nuremberg (1961, Not Rated), Ghandi (1982, PG)

Action/Adventure: The Great Escape (1963, Not Rated), Raiders of the Lost Ark (1981, PG), Jaws (1975, PG), The Man Who Would be King (1975, PG),

Comedy/Romance: Modern Times(1936, G), Some Like It Hot (1959, PG), Dr. Strangelove (1964, PG), Gentlemen Prefer Blondes (1953, Not Rated), Breakfast at Tiffany's (1961, G), Tootsie (1982, PG), School of Rock (PG-13), Guess Who's Coming to Dinner (1967, Not Rated), The Apartment (1960, Not rated), Juno (2007, PG-13), Mr. Mom (1983, PG), Mr. Bean's Holiday (2003, PG),The Princess Bride (1987, PG),

Sci-Fi/Fantasy: The Matrix (1999, R), 2001: A Space Odyssey (1968, G), Star Wars (1977, PG), Back to the Future (1985, PG), Hidden Tiger, Crouching Dragon(2000, PG-13), Pan's Labyrinth (2006, R)

Documentary/Mockumentary: Hoop Dreams(1994, PG-13), When We Were Kings (1996, PG), A Mighty Wind (2003, PG-13), Spinal Tap (1984, R), Best in Show (2000, PG-13)

Musicals: Singin' in the Rain (1952, Not Rated), Moulin Rouge (2001, PG-13), Chicago (2002, PG-13) Across the Universe (2007, PG-13), 42nd Street(1933-Not Rated), The

Producers(1967-PG), Across the Universe(2007-PG-13), Grease(1978, PG-13), Fiddler on the Roof(1971, G)

Tolerance: The Merchant of Venice(2004, R), Schindler's List(1993, R), Mississippi Burning, (1988, R), Crash (PG-13), Bend iti Like Beckham (2002, PG-13), Tuskegee Airmen(1995, PG-13), Whale Rider (2000, PG-13), Remember the Titans (2000, Not Rated), The Namesa, Invictus (2009, PG-13), Pride(2014, R), Slumdog Millionaire(2008, R), Edward Scissorhands(1990, PG-13), Philadelphia, (1993, PG-13)

World at War: All Quiet on the Western Front(1930, Not Rated), The Last Samurai(2003-R), Empire of the Sun(1987, PG), Enemy of the State(1998, R), M*A*S*H(1970, R), Platoon(1986, R), Pork Chop Hill(1959, Not Rated),(2004, R), Das Boat(1981, R), Band of Brothers(2001, TV-MA), The Killing Fields(1984, R), various newsreels/ short films

Foreign: The Seven Samurai(1954, Not Rated), My Life as a Dog((Not Rated, 1985), LIfe is Beautiful(1997, PG-13)), Hero(2002 PG-13,), Run, Lola, Run (1998, R), Cinema Paradiso (1988, R), Amelie(2001, R), The Valet (2006, PG-13), El Norte(1983, R),

Film Noir: Double Indemnity (Not Rated, 1944), D.O.A. (1950), The Dark Knight (2006, R), LA Confidential(1997, R), Maltese Falcon(1941, Not Rated), OUt of the Past (Not Rated, 1947), The Blue Dahlia (Not Rated, 1946), The Postman Always Rings Twice (Not Rated, 1946), Gaslight (Not Rated, 1944), Sorry, Wrong Number (Not Rated, 1948)

Unit Three: Analyzing Film as a Vehicle for Propaganda and Indoctrination

Unit Three will focus on analyzing films, newsreels and shorts as a method of influence by governments, organizations and business to effect a change of mindset by their viewers. Students will understand the various genres and subtypes of film from the previous units' study to accomplish a thorough investigation and evaluation of how film affects perception, especially in times of crisis, as well as its use in persuasive, subliminal advertising to influence consumerism. By viewing films in this unit, as well as surveying print and digital media sources, students will analyze the impact that visual, digital and written image and word choice, point of view and film techniques play upon viewers.

Students will produce essays and complete projects based learning assignments in which they evaluate the influence of propaganda upon society and the individual, in an attempt to alter society's perception of a historical event, or through product promotion. Students will collaborate with peers to create and curate digital/media technology to effectively argue for or against a societal issue, but carefully chosen films, essays, and will research effective persuasion techniques as used through cinema.

Possible Film Selections:

'Your Job in Germany", (1945), Our Job in Japan (1946), Private Snafu(1943), The Ducktators (1943),Ansel Adams Photos of Japanese Internment Camps During WWII (1944), Listen to Britain (1942), The Goddess (1934), The Grand Illusion, (1937), I Am Cuba (1964), Three Songs about Lenin(1934), Battleship Potemkin(1926), Birth of a Nation (1915), Within Our Gates (Not Rated, 1919), Triumph of the Will(1935), The Eternal Jew (1940), Training Women for War Production (1945), Vietnam, Vietnam!(1971), Night and Fog (Not Rated, 1945)

The Century of the Self (2002), The Persuaders (PBS, 2004), Programming the Nation (2011), American Memory Project, Early Motion Pictures and Sound Recordings of the Edison Company, Cleo Awards

Unit Four: Criticism and Argument

Through Unit Four, students will prepare cogent, concise and logical argumentative writing, based upon a thesis, in the form of essays, dialectical journals, multimedia presentations, as well as prepare and produce meaningful, in depth discussions with peers. Students will use rhetorical devices, text/film based evidence to further refine their ability to prove a point eloquently, and completely. Students will access multiple sources of information, both in print and digitally and to use primary and secondary sources with which to fuel their argumentative claim(s). Largely historical films will be used for students to create arguments about historical societal problems which they must critically analyze and examine through intense research. They will write informative work based on historical research of films and the themes, issues and underlying ideas they contain, to take a position to argue successfully the issues discovered through their research. Formal presentations and debate will be utilized to continue to improve the effectiveness of claims, and reviewed by both peers and instructor.

Possible Film Selections:

Elizabeth(1988, R), Girl with the Pearl Earring (2003, PG-13), The Madness of King George ((2003, PG-13), Last of the Mohicans (1992, R), Amadeus (1984, PG-13), Mrs. Brown (1997,PG 13), Marie Antoinette (2006, PG-13), Out of Africa(1985, PG-13), A Passage to India(1984, PG), The Patriot(2000, PG), Anna Karenina (1997, PG-13)

Unit Five: Analyzing and Evaluating Film Sources

In Unit Five, the primary focus is for students to be able to critically analyze film/text sources for authenticity, accuracy and point of view. Also, to be able to distinguish critically between realistic portrayals of events and characters, vs. fictionalized, romanticized characters, settings and events. Students will learn to evaluate primary and secondary sources for effectiveness, relevance and detail. Students will read/view a variety of digital and print sources, some which will be biased and some of which will be neutral. They will

need to evaluate the films and text materials for effectiveness of argument, quality of language and cinematic presentation, credibility of evidence source material, relevance and the presence of bias, overt or implied. Evaluation of thesis, argumentative, rhetoric and bias will be examined as part of this process.

Unit Six: Research Questions and Investigation

Students will use and evaluate multiple sources and formats to write for different purposes, such as independent writing, collaborative writing, multipurpose, informative, argumentative and analytical genres of written communication about films and texts they have experienced. Students will defend and refute claims and counterclaims using formal, Standard English, using MLA formatting. They will work collaboratively to research sources and present their findings. Students will work collaboratively through project based learning assignments to create a project based on addressing societal problems/concerns that appeal to them, through a multimedia presentation to present as a culmination of their intense examination of film as literature.

As with all units, Common Core standards apply because of the embedded strategies in the course, which are recurring strategies for students to refine: text/film based evidence to support a logical thesis to prove an argument; multiple methods of assessment, writing for a formal purpose, and utilizing multiple sources of information and technology to access bias, accuracy and detail of sources.

21. Instructional Materials

Board approved required text
Hollywood Goes to High School: Cinema, Schools and American Culture, 2005/ ISBN-978-0-7167-5541-8, $24.95 (paperback)

*Fiscal impact dependent upon enrollment; one class set of the text would be $875.00, without shipping/tax.

Supplementary materials/resources:

Writing about Film:

Yale's film analysis guide:

http://classics.yale.edu/film-analysis/

Watching and writing about film:

http://faculty.roosevelt.edu/putnam/392/Filml.htm

A Checklist for Analyzing Movies:

http://www.kenney-mencher.com/a_checklist_for_analying_movies.htm

Dartmouth's page on writing about film:

http://www.dartmouth.edu/~writing/materials/student/humanties/film.shtml

The Online Visual Literacy Project:

http://www.pomona.edu/academics/courserelated/classprojects/visual-lit/intro/html

Reference Websites:

www.trulymovingpictures.org , www.filmsite.org , www.IDMB.com, www.culturalpolitics.net

22. Instructional Methods and/or Strategies (Key Assignments)

Unit One: Fundamentals of Literary Analysis of Film

- Expository Writing and Reading Activities, such as Annotations, Close Reading, Talking to the Text,
- Timed Writing,
- Dialectical and Movie Journals,
- Creative Problem Solving Writing,
- Correct use of film/literary devices and terminology
- Note taking skills (Cornell style)
- Socratic Seminar/discussion formats
- Knowledge of Primary and Secondary source material in literature and film and how they connect

Unit Two: Visual Literacy through Examination of Film Genres and Subgenres

- Expository Writing Activities:
    - Accessing Prior Knowledge through Quickwrites
    - surveying features of film/text features
    - predictions about content and context of film and literature
    - vocabulary and terminology
    - self-assessments
    - responding orally and in writing to critical thinking questions about film and literature genres and subgenres
    - rereading and reviewing film clips
    - analyzing stylistic choices of authors and directors
    - mapping out plot structures of films and texts
    - peer response activities
- Project Based Learning activities based upon Genre/Subgenre driving questions

Unit Three: Analyzing Film as a Vehicle for Propaganda and Indoctrination

- Expository Writing Activities:
    - Accessing Prior Knowledge through Quickwrites
    - surveying features of film/text
    - predictions about content and context of film and literature
    - vocabulary and terminology
    - self-assessments
    - responding orally and in writing to critical thinking questions about film and literature genres and subgenres
    - rereading and reviewing film clips
    - analyzing stylistic choices of authors and directors
    - mapping out plot structures of films and texts
    - peer response activities
- Writing thesis statements, with corresponding film/textual evidence to argue the intensity, duration and purpose of propaganda in the past and modern times
- Preparing multimedia projects using technology to enhance and explain bias in films and other visual representations, working in a collaborative environment

Unit Four: Criticism and Argument

- Formal argumentative essays, based on supporting evidence from reputable source material, both primary and secondary
- Debates and Rhetorical discussions assessing and evaluating validity of argument
- Research in an online setting, on school databases to ensure academic source material, as well as film websites listed in 'Supplemental Resources' section below
- Socratic Seminars

Unit Five: Analyzing and Evaluating Film Sources

- Analysis of multiple sources, both print and digital, and writing argumentative journals, quick writes or collaborative think-pair-share discussions to learn effective discrimination of why reputable sources are important
- Research of authors/directors involved in film production and the impact of that information upon the film, through written and multimedia student presentations

- Formal and informal discussions, using text/film examples as support for a thesis, claim or counterclaim.
- Analytical essay

Unit Six: Research Questions and Investigation

- Timed Writing
- Quick Writes
- Project Based Learning assignment based on social issues/concerns chosen by student
- Topic research from multiple perspectives, cultures, films and texts related to the project based learning topic listed above
- Preparation and completion of a high quality, well researched multimedia presentation, involving a thesis, evidence from a variety of relevant sources, print and/or digital, addressing a topic of concern which the student finds compelling
- Viewing of the aforementioned project in community format

Instructional Methods/Strategies

- Project Based Learning
- Seminar Style, Student Lead Discussions based upon Text/Film dependent Questioning
- Peer Collaboration
- Analysis and Close Reading of District Approved fiction and non fiction materials
- Formative Assessments: tests/quizzes to assess competency in all standards, and may consist of multiple choice, oral, short answer and essay style questions. Vocabulary tests/quizzes will establish and embed information that is critical to student understanding of film production, technique, style and genre
- Homework is in accordance with SLUSD Homework Policy and will serve to prepare students by gathering information needed for class discussion, projects and presentations.
- Students will write summaries, responses to critical questions, analytical and argumentative essays. They will work in a collaborative setting with peers to assess effectiveness of thesis statements, evidence used to support that thesis and to strongly persuade their intended audience.
- Essays will assess student command of formal standard English and will promote college and career readiness as a result. Rubrics will be used to provide feedback and assist student in improving their communication skills. Rubrics will be distributed prior to assignments for clear expectation.
- Timed Writes will be used to assess student ability to perform analytical and/or argumentative writing in an 'on demand' situation, which is an expectation of both college and career paths. Students will answer questions posed by the instructor with evidence supported by film viewing, discussions and by reading and analyzing multiple print or media sources
- Projects will assess and examine mastery of literary and cinematic devices and conclusions drawn by students regarding subjective elements created by producers, directors and authors, and will relate to societal issues and concerns discovered through texts and films.

23. Assessment Methods and/or Tools

Assessment methods will place heavy emphasis upon 21st Century Skills: Creativity, Critical Thinking, Communication, Collaboration, Character, and College/Career. Supports will be provided for diverse learners.

Assessment Tools will include:

Timed Writing, Project Based Learning, Peer Critiques, Student Essays, Socratic Seminars, Group discussions, Close Readings, Comparative Analysis of Multiple Media/Literary Sources, Summative Assessments (including midterms/finals), District ELA Assessments, Oral Presentations, Teacher Created Rubrics, Individual Projects, Multimedia Projects/Presentations, Peer Rubrics, Dialectical Journals, outside readings of fiction and non-fiction.

Grading Policy:

Grading will follow the SLUSD policy. It is expected that students will turn in assignments on time. Late assignments will be accepted if student has communicated with teacher regarding obstacles. Accommodations will be made for ELD and Special Education student populations, as per their IEP/504.

SECTION C

25. Context for Course

The course was adopted from University of California A-G Doorway's from Liberty High School and Heritage High School approved as "b" English

San Leandro Unified School District is a recipient of the California Career Pathway Grant. The California Career Pathways Trust Grant is supporting students throughout the state to develop pathways to academic and career success. This grant is supporting schools to "develop and integrate standards-based academics with a career-relevant, sequenced curriculum" as well as "provide articulated pathways to postsecondary education." San Leandro High School is developing a Digital Media Pathway.