



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

Course Title:	Film as Literature					
Grade Level(s):	10-12					
Duration:	Full Year:		Semester:	X	Marking Period:	
Course Description:	<b>Film as Literature</b> is an elective course designed to show students that movies, like literature, can be “read.” By viewing classic and modern films, students will develop an approach to the medium that is similar to their study of literary texts: they will learn to recognize, identify, and evaluate familiar narrative elements including plot structure, theme, characterization, point of view, and symbolism. As students examine cinematic works in a different, thoughtful manner, they will also develop a knowledge of and appreciation for the many facets of film-making. This course will also familiarize students with cinematic history, genres, terminology, and techniques as well as encourage critical analysis of this unique storytelling form.					
Grading Procedures:	<b><u>Summative Assessments:</u></b> 35% (tests, projects, published writings, vocabulary assessment) <b><u>Formative Assessments:</u></b> 40% (quizzes, self-reflection pieces, classwork) <b><u>Supportive Assessments:</u></b> 25% (homework, conferences, collaborative work, quickwrite or viewer response journals)					
Primary Resources:	<i>Reading the Silver Screen</i> and <i>How To Read Literature Like a Professor</i> by Thomas C. Foster <i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers <i>Great Films and How to Teach Them</i> by William V. Costanzo www.imdb.com www.rogerebert.com www.afi.com https://oscar.go.com www.rottentomatoes.com <i>It’s a Wonderful Life</i> <i>Hoop Dreams</i> <i>Raiders of the Lost Ark</i> <i>Singin’ in the Rain</i> <i>Ferris Bueller’s Day Off</i> <i>Citizen Kane</i> <i>Rear Window</i> <i>Jaws</i>					

	<i>Bend it Like Beckham</i>	<i>The Fantastic Mr. Fox</i>
	<i>The Sixth Sense</i>	<i>Back to the Future</i>
	<i>Rashomon</i>	<i>The Nightmare Before Christmas</i>
	<i>Casablanca</i>	<i>The Grand Budapest Hotel</i>
	<i>Run Lola Run</i>	<i>The Truman Show</i>
	<i>Groundhog Day</i>	<i>Pan's Labyrinth</i>
	<i>Remember the Titans</i>	<i>Rocky</i>
	<i>The Wizard of Oz</i>	<i>Stranger Than Fiction</i>
	<i>Hidden Figures</i>	<i>Say Anything</i>

## Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Kathleen Sandusky
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<b>Under the Direction of:</b>	Melissa Barnett, Department Supervisor
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**Written: July 2019**

**Revised:** \_\_\_\_\_

**BOE Approval:** \_\_\_\_\_

## Unit Title: “Reading” Movies/The Language of Cinema

### Unit Description:

Literature and film are essential modes of creative expression that transcend time, place, and society. Both mediums share common cultural and intellectual elements that provide entertainment, education, comfort, and motivation. This opening unit seeks to introduce and reinforce the concept that films, like works of literature, can be analyzed in similar ways and through familiar methods. Students will reflect upon their own film experiences, preferences, and opinions before progressing to scene analysis. Starting with film clips, students will practice identifying the common narrative elements of fiction and recognize archetypal patterns and themes. Students will begin to learn and apply cinematic vocabulary and tag-line techniques before examining the language, writing style, and impact of log lines, movie reviews, and film trailers.

### Unit Duration: 4-7 weeks (approximate)

### Desired Results

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10 and 11-12.

Essential Anchor Standards for Reading:

NJSLSA.R2, NJSLSA.R3, NJSLSA.R8, NJSLSA.R9

Secondary Standards for Reading:

RL.11-12.3, RI.11-12.1, RI.11-12.7

Essential Anchor Standards for Writing:

NJSLSA.W1, NJSLSA.W2, NJSLSA.W4

Secondary Standards for Writing:

W.11-12.7, W.11-12.8

Essential Anchor Standards for Speaking and Listening:

NJSLSA.SL.1, NJSLSA.SL.2, NJSLSA.S4

Secondary Standards for Speaking and Listening:

SL.11-12.6

Essential Anchor Standards for Language:

NJSLSA.L1, NJSLSA.L2, NJSLSA.L6

Secondary Standards for Language:

L.11-12.4

### Learning Targets:

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will analyze the impact of particular choices regarding the development of a story or drama and how they contribute to the work's overall structure, meaning, and aesthetic impact.

Students will integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Students will evaluate point of view, assess the premise, link ideas, identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

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

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

**Understandings:**

*Students will understand that...*

...film can be analyzed from both cinematic and literary perspectives  
...stories are often recycled plots with repetitive patterns  
...viewers can identify literary elements of plot, characterization, theme, mood, symbolism, and setting and apply them to an overall analysis of a film  
...the inclusion of archetypal patterns in plots is intentional and serves an important purpose for both the film maker and the viewer  
...cinema has a unique vocabulary of its own  
...well-written tag lines and log lines may be significant harbingers of a film's overall success  
...a film's rating matters not just for classification purposes but also for cultural interest and financial prospects

**Essential Questions:**

What are the elements of a good story?  
What makes a great movie?  
What do movies and literature have in common?  
How do we analyze film?  
What is the film's primary focus and how is it achieved through plot, setting, mood, character development, style, and structure?  
What repetitive structures, characters, motifs, and themes are popular in films?  
Why do so many movies repeat formulas and conventions?  
What are the important elements of film production?  
What is the purpose and value of a good tag-line, log line, and movie review?  
Does a film's rating matter? How does a film's rating affect its financial prospects and/or cultural impact? And why?

**Assessment Evidence****Performance Tasks:**

Students will complete self-reflections pertaining to their interests, opinions, and film preferences and adapt their discoveries/revelations to journal writing.

Students will identify, explain, and analyze literary elements in film through in-class discussions, Socratic seminars, quick-writes, and various explanatory and/or argumentative writing pieces.

Students will complete written and visual assessments to measure acquisition of cinema-themed vocabulary.

Students will assume the role of a movie critic to analyze various elements of films; they will share their opinions, provide textual evidence, and debate concepts in discussion activities and written tasks.

Students will critically analyze movie trailers to identify patterns, key plot and character details, and essential cinematic elements.

Students will select films of their choosing and create tag lines and log lines.

**Other Evidence:**

Teacher observations and conversations

Student self-reflection

Informal checks for understanding

Writing and viewing conferences

Class discussion

Small and large group work

Peer collaboration

Socratic seminars

Discussion blogs

Classwork

Homework

Teacher created projects and assessments

**Benchmarks:**

Student writing portfolios

Teacher created assessments focusing upon:

-the identification of literary elements in film

-the proper usage and understanding of cinematic vocabulary

-the expected elements of movie reviews written in the literary present tense

**Learning Plan**

### **Learning Activities:**

**Film viewing/discussion/analysis/conferencing – ongoing**

**Cinematic Vocabulary – ongoing**

**The following are suggested activities to support the unit goals and learning targets; this list will be adapted and updated as necessary throughout the first semester/year of this course:**

#### **Course Introduction and Expectations**

- Self-reflections, surveys, and early activities about film preferences, opinions, and beliefs
- What are the best and worst movies? Why?
- What makes a good film? What makes a story worth telling? What makes a film better than a written tale?

*The instructor should...*

*-search for prior knowledge on different genres of film, directors, actors, and studios by engaging in informal discussions and conversations.*

*-consider administering a pre-test for literary terms and emphasize to students that these same literary terms can apply to film and demonstrate that film can be analyzed as a text.*

#### **Literary Elements**

-Review of the basic literary elements (setting, characterization, plot, theme, motifs and symbols) and their essential purpose in stories (for example – why is the setting so crucial to the plot?)

-Practice identifying elements in scenes/film segments (for example – what do we learn strictly through our visual interpretations /assessments?)

-Specific film segments and their purposes will be updated throughout the course, but as an example for studying characterization in film, students will view scenes in which Sally from *When Harry Met Sally* orders her meals in restaurants. Even without knowing anything about Sally, what do you learn about her strictly from her ordering? After viewing the opening scene from *Up*, in which there are no words spoken, what do you learn about the characters? What predictions can you make?

-Define archetype and review lists of popular archetypal characters, situations, and symbols. In groups, determine examples of classic and modern archetypes and practice identifying them through film segments. For example, in identifying the typical characteristics of the villain, what elements do the evil characters from the film segments have in common (Miranda Priestly from *The Devil Wears Prada*, Darth Vader from *Star Wars*, Ursula from *The Little Mermaid*, and the Grinch from *How the Grinch Stole Christmas*)?

#### **Movies and the Power of Words and Ratings**

-Students will see examples of movie tag lines, log lines, and critical reviews; they will analyze their potential impact/success and create their own examples for popular movies (for example, they would replace the tag line for *Dude, Where's My Car?* ["After a night they can't remember comes a day they'll never forget."] with one they create).

-After reading movie reviews for popular films, students will view brief film segments in class and practice writing in the literary present tense before they write their own movie review. For example, students will view *The Simpsons* version of "The Raven" and summarize the events and their impact only in the literary present tense.

-Students will view movie trailers (examples may include any of the following: *The Sixth Sense*, *Jurassic World*, *Gladiator*, *Pretty Woman*, *Rocky*, *Napoleon Dynamite*, *Gone With the Wind*, *Memento*, *The Wrestler*, *Training Day*, and *Platoon*) and identify a "formula" for trailers. What do you notice? What makes some trailers better than others?

After a few weeks of visual/critical analysis, students will utilize their knowledge and experiences to practice and develop their skills; they will next begin assessing films as stories beginning with Unit 2.

### **Resources: (films and other materials will be added as the course/planning progresses)**

*How To Read Literature Like a Professor* and *Reading the Silver Screen* by Thomas C. Foster

*When Harry Met Sally*

*UP*

*How the Grinch Stole Christmas*

*Star Wars*

*The Devil Wears Prada*

*The Little Mermaid*

Websites with movie reviews, tag lines, and log lines (rogerebert.com, imdb.com, youtube)

Nonfiction/Informational Articles will be listed as preparation for the class continues

"66 Great Movie Taglines From the Past 30 Years" by Tim Nudd

TED Talks: How Movies Teach Manhood – Colin Stokes

TED Talks: The Clues to a Great Story – Andrew Stanton

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze the central ideas/themes as well as their development throughout a film segment or entire.</li> <li>summarize, explain, and analyze the film's supporting details/ideas as well as their progression.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze most of the film's central ideas/themes.</li> <li>explain many of the film's supporting details/ideas.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze some of the film's central ideas/themes.</li> <li>Explain some of the film's supporting details/ideas.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s): NJSLSA.W1,2,4: Write argumentative and/or informative/explanatory pieces to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>write and defend arguments and explain/analyze topics in response to writing tasks/prompts.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>write and defend arguments and explain/analyze topics in response to writing tasks/prompts.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>write and defend some arguments and explain/analyze some topics in response to writing tasks/prompts using provided models and examples.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>successfully and confidently prepare, lead, and engage in a range of conversations.</li> <li>successfully and confidently integrate the opinions and views of others while maintaining or adapting a point of view during class discussions.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>successfully participate in a range of class discussions as well as form and voice opinions.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>often participate successfully in a range of conversations and class discussions.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Independent studies or additional readings and/or films, leading class discussions, becoming an "expert" on particular topics/films and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments' requirements
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<b>Struggling Learners</b>	Small group or one-on-one support/instruction, additional time to complete assignments, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, closed-captioning, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary/cinematic concepts, suggestions included in IEP, 504, and/or management plans
<b>English Language Learners</b>	Additional time for assignments, closed-captioning, small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, explanation, context clues, or decoding techniques for difficult vocabulary
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### **Indicators:**

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more works in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

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.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Integration of 21<sup>st</sup> Century Skills



Indicators:

*Creativity and Innovation*

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

*Social and Cross-Cultural Skills*

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. - Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

*Productivity and Accountability*

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - ...work positively and ethically.
  - ...manage time and projects effectively.
  - ...multi-task.
  - ...participate actively, as well as be reliable and punctual.
  - ...present oneself professionally and with proper etiquette.
  - ...collaborate and cooperate effectively with teams.
  - ...respect and appreciate team diversity.
  - ...be accountable for results.



## **Unit Title: The Hero, The Journey, and Coming of Age**

### Unit Description:

The archetypal character of the hero is not limited to literature. Time and time again, films feature heroic figures who embark upon life-changing journeys, adventures, or quests and become better people as a result of their experiences. Joseph Campbell, in his works *The Power of Myth* and *The Hero Has a Thousand Faces*, identifies key characteristics of the hero and common, repetitive stages of the hero's journey. These same archetypal qualities and situations will be examined in this unit. Students will deepen their practice and understanding of critical literary/film analysis, learn and apply specific cinematic vocabulary to the films in this unit, and identify the usage and effect of various camera shots and angles.

Growing up/"coming of age" is another popular cinematic theme/focus. In a sense, these young characters are on journeys themselves – often coming out at the end of the "adventure" as more knowledgeable, reflective, and improved as a result of their experiences.

The "sports hero" or the "underdog" could also be a film genre used here with similar results.

### **Unit Duration: 4-7 weeks (approximate)**

#### **Desired Results**

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10 and 11-12.

#### **Essential Anchor Standards for Reading:**

NJSLSA.R.2, NJSLSA.R.3, NJSLSA.R.8, NJSLSA.R.9

#### **Secondary Standards for Reading:**

RL.11-12.3, RI.11-12.1, RI.11-12.7

#### **Essential Anchor Standards for Writing:**

NJSLSA.W.1, NJSLSA.W.2, NJSLSA.W.4

#### **Secondary Standards for Writing:**

W.11-12.7, W.11-12.8

#### **Essential Anchor Standards for Speaking and Listening:**

NJSLSA.SL.1, NJSLSA.S.4

#### **Secondary Standards for Speaking and Listening:**

SL.11-12.6

#### **Essential Anchor Standards for Language:**

NJSLSA.L.1, NJSLSA.L.6

#### **Secondary Standards for Language:**

L.11-12.4

### **Learning Targets:**

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.

Students will analyze the impact of particular choices regarding the development of a story or drama and how they contribute to the work's overall structure, meaning, and aesthetic impact.

Students will integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Students will evaluate point of view, assess the premise, link ideas, identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

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

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

### **Understandings:**

*Students will understand that...*

...literary and cinematic plots contain repetitive and archetypal qualities, themes, and storylines.

...patterns of characters' qualities and behavior can be seen in multiple sources regardless of time or culture.

...there are stages in the hero's journey.

...heroes are transformed characters at the end of their adventure.

...challenges we face as we "come of age" have similarities across time and culture.

...directors use specific cinematic elements to create effect.

...characterization is developed through dialogue, actions, and costume choices

...camera angles and shots have a direct influence upon the film viewer.

### **Essential Questions:**

How does film present its stories similarly and differently from print text?

What is the film's primary focus and how is it achieved through plot, setting, mood, character development, style, and structure?

What repetitive structures, characters, motifs, and themes are popular in films?

What is the film's emotional effect?

What are the important cinematic elements and what purpose do they serve?

What qualities does a hero possess?

What has to happen for a hero to transform?

What are the steps adolescents need to take as they assume more adult responsibilities?

## **Assessment Evidence**

### **Performance Tasks:**

Students will complete self-reflections pertaining to their opinions and adapt their discoveries/revelations to journal writing and class discussions.

Students will identify, explain, and analyze the director's choices of cinematic elements that affect theme, tone, and viewers' perceptions through in-class discussions, Socratic seminars, quick-writes, and various explanatory and/or argumentative writing pieces.

Students will identify, explain, and analyze literary elements in film through in-class discussions, Socratic seminars, quick-writes, and various explanatory and/or argumentative writing pieces.

Students will do a visual "close read" of film segments to determine the identification, purpose, and effect of specific literary and cinematic terms.

Students will complete written and visual assessments to measure acquisition of cinema-themed vocabulary.

Students will assume the role of a movie critic to analyze various elements of films; they will share their opinions, provide textual evidence, and debate concepts in discussion activities and written tasks.

Students will do daily note-taking and/or analysis activities while viewing films.

### **Other Evidence:**

Teacher observations and conversations

Student self-reflection

Informal checks for understanding

Writing and viewing conferences

Class discussion

Small and large group work

Peer collaboration

Socratic seminars

Discussion blogs

Classwork

Homework

Teacher created projects and assessments

<p>Students will utilize graphic organizers during and after films.</p> <p>Students will roll construction paper in several different manners and look through the rolled paper as they would a telescope; this will enable students to see what can be presented using different camera angles and shots.</p>	
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### **Benchmarks:**

Student writing portfolios

Teacher created assessments focusing upon:

- the identification of literary elements in film
- the proper usage and understanding of cinematic vocabulary
- the types, functions, and effects of various camera angles and shots

## Learning Plan

### **Learning Activities:**

**Film viewing/discussion/analysis/conferencing – ongoing**

**Cinematic Vocabulary – ongoing**

**The following are suggested activities to support the unit goals and learning targets; this list will be adapted and updated as necessary throughout the first semester/year of this course:**

### **Literary Elements**

- Review of the basic literary elements (setting, characterization, plot, theme, motifs and symbols) and their essential purpose in stories (for example – why is the setting so crucial to the plot?)
- Practice identifying elements in scenes/film segments (for example – what do we learn strictly through our visual interpretations /assessments?)
- Identify repetitive characteristics of the hero and the hero's journey in various films and film segments.
- Identify the common struggles, challenges, obstacles, behavior, and revelations for the young characters in “coming of age” films.
- Compare/contrast and discuss/analyze the similarities among various characters and their situations.

### **Cinematic Elements**

- Identification and discussion of various cinematic elements including camera shots and angles, lighting, music, dialogue, and setting.
- Interpreting the director's choices for specific outcomes and effects.
- Close “reads” of film segments

### **Critiques**

- Discuss, analyze, and review segments or entire films as a critic and as a fan.

### **Resources: (films and other materials will be added as the course/planning progresses)**

*How To Read Literature Like a Professor* and *Reading the Silver Screen* by Thomas C. Foster

*Great Films and How to Teach Them* by Willilam V. Costanzo

*The Film Experience* - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers

*Raiders of the Lost Ark*

*Back to the Future*

*Bend it Like Beckham*

*Ferris Bueller's Day Off*

*Rocky*

Specific websites and non-fiction/informational articles will be listed once determined.

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze the central ideas/themes as well as their development throughout a film segment or entire.</li> <li>summarize, explain, and analyze the film's supporting details/ideas as well as their progression.</li> </ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze most of the film's central ideas/themes.</li> <li>explain many of the film's supporting details/ideas.</li> </ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>determine and analyze some of the film's central ideas/themes.</li> <li>Explain some of the film's supporting details/ideas.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s): NJSLSA.W1,2,4: Write argumentative and/or informative/explanatory pieces to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"> <li>write and defend arguments and explain/analyze topics in response to writing tasks/prompts.</li> </ul>
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<b>0.0</b>	Even with help, no success

**Standard(s): NJSLSA.SL.11-12.1 and 4: Prepare for and effectively participate in a range of conversations and peer collaborations.**

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**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Independent studies or additional readings and/or films, leading class discussions, becoming an “expert” on particular topics/films and sharing knowledge with a group or the instructor, extension of writing/critical thinking beyond the assignments’ requirements
<b>Struggling Learners</b>	Small group or one-on-one support/instruction, additional time to complete assignments, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, closed-captioning, modification of material, visual instruction, context clues/decoding techniques for difficult vocabulary/cinematic concepts, suggestions included in IEP, 504, and/or management plans
<b>English Language Learners</b>	Additional time for assignments, closed-captioning, small group or one-on-one support/instruction, clarification and/or repetition of assignments and requests, previewing material alone and/or with the instructor, explanation, context clues, or decoding techniques for difficult vocabulary
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Determine the meaning of words and phrases as they are used in a text, including vocabulary pertaining to the visual arts and aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Compare the point of view of two or more works in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

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.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

#### *Creativity and Innovation*

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts.
- Develop, implement, and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into their work.
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. -View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes.

#### *Social and Cross-Cultural Skills*

- Know when it is appropriate to listen and to speak.
- Conduct themselves in a respectable, professional manner.
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds. -
- Respond open-mindedly to different ideas and values.
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.

#### *Productivity and Accountability*

- Set and meet goals, even in the face of obstacles and competing pressures.
- Prioritize, plan and manage work to achieve the intended result.
- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - ...work positively and ethically.
  - ...manage time and projects effectively.
  - ...multi-task.
  - ...participate actively, as well as be reliable and punctual.
  - ...present oneself professionally and with proper etiquette.
  - ...collaborate and cooperate effectively with teams.
  - ...respect and appreciate team diversity.
  - ...be accountable for results.

## **Unit Title: Suspense, Point of View, and Perspective**

### **Unit Description:**

Alfred Hitchcock, the master of suspense, distinguishes between mystery and suspense with this classification: “mystery is when the spectator knows less than the characters in the movie. Suspense is when the spectator knows more than the characters in the movie.” In addition to the viewer’s insight and perspective, the establishment of point of view/perspective is significant.

Suspense relies upon a successful combination of slow plot development, the right type of music, specific camera angles, and key edits in order to generate a response from the viewer. From narration to camera angles to influencing the viewer, the characters’ points of view are a foundation in both the film’s plot and also in its suspense. Utilizing films with elements of suspense and varying points of view, students will consider and analyze methods of creating tension and perspective in movies. Students will deepen their practice and understanding of critical literary/film analysis, learn and apply specific cinematic vocabulary to the films in this unit, and identify the usage and effect of various point of view camera shots and angles.

Students will compare and contrast scenes from films that demonstrate specific points of view and distinct camera angles. Students will identify and defend their critiques and analysis both in writing and in group discussions.

### **Unit Duration: 4-7 weeks (approximate)**

### **Desired Results**

**Standard(s):** This curriculum follows the New Jersey Student Learning Standards for English Language Arts, Grades 9-10 and 11-12.

#### **Essential Anchor Standards for Reading:**

NJSLSA.R2, NJSLSA.R3, NJSLSA.R8, NJSLSA.R9

#### **Secondary Standards for Reading:**

RL.11-12.3, RI.11-12.1, RI.11-12.7

#### **Essential Anchor Standards for Writing:**

NJSLSA.W1, NJSLSA.W2, NJSLSA.W4

#### **Secondary Standards for Writing:**

W.11-12.7, W.11-12.8

#### **Essential Anchor Standards for Speaking and Listening:**

NJSLSA.SL.1, NJSLSA.S4

#### **Secondary Standards for Speaking and Listening:**

SL.11-12.6

#### **Essential Anchor Standards for Language:**

NJSLSA.L1, NJSLSA.L6

#### **Secondary Standards for Language:**

L.11-12.4

### **Learning Targets:**

Students will cite strong and thorough evidence and make relevant connections to support analysis of what the work says explicitly as well as inferences drawn from the work, including determining where the work leaves matters uncertain.

Students will determine themes or central ideas of a work and analyze in detail their development over the course of the work, including how they interact and build on one another.

Students will analyze how characters develop, interact with other characters, and advance the plot or develop the theme of the work.



Students will analyze the impact of particular choices regarding the development of a story or drama and how they contribute to the work's overall structure, meaning, and aesthetic impact.

Students will integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.

Students will evaluate point of view, assess the premise, link ideas, identify points of evidence and tone.

Students will provide an objective summary of a work as well as present information, findings, and supportive evidence clearly, concisely, and logically with a style appropriate to task, purpose, and audience.

Students will acquire and accurately use academic and domain-specific words and phrases.

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

Students will develop and strengthen writing as needed by planning, revising, editing, or rewriting.

### **Understandings:**

*Students will understand that...*

- ...there is a direct correlation between point of view and suspense
- ...there are multiple methods of creating suspense and tension in film
- ...Alfred Hitchcock is a master of suspense
- ...films rely upon sensory reactions to create elements of suspense and tension
- ...the point of view of characters is essential to plot development and viewers' reactions
- ...narrators and characters and their points of view may be inconsistent and unreliable
- ...directors use specific cinematic elements to create effect.
- ...characterization is developed through dialogue, actions, and costume choices
- ...camera angles and shots have a direct influence upon the film viewer.

### **Essential Questions:**

- How do books and movies create suspense? In what ways are they similar and in what ways do they contrast?
- How reliable are the characters in films?
- In what ways do camera angles, sound, and editing influence the story and affect you as the viewer?
- Why are suspenseful and scary movies so successful?
- How much does a point of view enhance or detract from storytelling?
- What do our reactions to suspense tell us about ourselves?
- In what ways does an absence of information make the audience work for details?

## **Assessment Evidence**

### **Performance Tasks:**

Students will complete self-reflections pertaining to their opinions and adapt their discoveries/revelations to journal writing and class discussions.

Students will identify, explain, and analyze the director's choices of cinematic elements that affect theme, tone, and viewers' perceptions through in-class discussions, Socratic seminars, quick-writes, and various explanatory and/or argumentative writing pieces.

Students will identify, explain, and analyze literary elements in film through in-class discussions, Socratic seminars, quick-writes, and various explanatory and/or argumentative writing pieces.

Students will do a visual "close read" of film segments to determine the identification, purpose, and effect of specific literary and cinematic terms.

Students will complete written and visual assessments to measure acquisition of cinema-themed vocabulary.

### **Other Evidence:**

- Teacher observations and conversations
- Student self-reflection
- Informal checks for understanding
- Writing and viewing conferences
- Class discussion
- Small and large group work
- Peer collaboration
- Socratic seminars
- Discussion blogs
- Classwork
- Homework
- Teacher created projects and assessments

<p>Students will assume the role of a movie critic to analyze various elements of films; they will share their opinions, provide textual evidence, and debate concepts in discussion activities and written tasks.</p> <p>Students will do daily note-taking and/or analysis activities while viewing films.</p> <p>Students will utilize graphic organizers during and after films.</p> <p>Students will consider and analyze the points of view for all characters in the film and compare and contrast their results.</p> <p>Students will identify and explain how elements such as music and editing impact the plot and affect the suspense.</p>	
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### **Benchmarks:**

Student writing portfolios

Teacher created assessments focusing upon:

- the identification of literary elements in film
- the proper usage and understanding of cinematic vocabulary
- the types, functions, and effects of various camera angles and shots

## Learning Plan

### **Learning Activities:**

**Film viewing/discussion/analysis/conferencing – ongoing**

**Cinematic Vocabulary – ongoing**

**The following are suggested activities to support the unit goals and learning targets; this list will be adapted and updated as necessary throughout the first semester/year of this course:**

#### **Literary and Cinematic Elements**

- Review of the basic literary elements (setting, characterization, plot, theme, motifs and symbols) and their essential purpose in stories (for example – why is the setting so crucial to the plot?)
- Practice identifying elements in scenes/film segments (for example – what do we learn strictly through our visual interpretations /assessments?)
- Identify repetitive characteristics of suspense and tension in specific scenes and entire films.
- Study the works of Alfred Hitchcock to discover patterns of suspense
- Identification and discussion of various cinematic elements including camera shots and angles, lighting, music, dialogue, and setting.
- Interpreting the director's choices for specific outcomes and effects.
- Close "reads" of film segments

#### **Critiques**

- Discuss, analyze, and review segments or entire films as a critic and as a fan.

### **Resources: (films and other materials will be added as the course/planning progresses)**

*How To Read Literature Like a Professor* and *Reading the Silver Screen* by Thomas C. Foster

*Great Films and How To Teach Them* by William V. Costanzo

*The Film Experience* - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers

*Rear Window*

*Psycho* (scenes)

*Bend it Like Beckham*

*Roshamon*

*Casablanca*

*Sliding Doors* (scenes)

*Groundhog Day*

*The Truman Show*

*Run Lola Run (scenes)*

*It's a Wonderful Life*

Ted Talk: "Everything You Hear on Film is a Lie" and "What Horror Films Teach us About Ourselves."

Specific websites and non-fiction/informational articles will be listed once determined.

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s): NJSLSA.R2-3: Determine central ideas or themes and analyze their development; summarize key supporting details and ideas; analyze how and why individuals, events, and ideas develop and interact over the course of a work.**

<b>4.0</b>	Students will be able to: <ul style="list-style-type: none"><li>determine and analyze the central ideas/themes as well as their development throughout a film segment or entire.</li><li>summarize, explain, and analyze the film's supporting details/ideas as well as their progression.</li><li>Identify and explain the effect of cinematic elements including editing, music, lighting, and camera angles.</li></ul>
<b>3.0</b>	Students will be able to: <ul style="list-style-type: none"><li>determine and analyze most of the film's central ideas/themes.</li><li>explain many of the film's supporting details/ideas.</li><li>Identify several cinematic elements that affect the viewer's interpretation of the film.</li></ul>
<b>2.0</b>	Students will be able to: <ul style="list-style-type: none"><li>determine and analyze some of the film's central ideas/themes.</li><li>Explain some of the film's supporting details/ideas.</li><li>Identify some of the cinematic elements that affect the viewer's interpretation of the film.</li></ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content:
<b>0.0</b>	Even with help, no success

**Standard(s): NJSLSA.W1,2,4: Write argumentative and/or informative/explanatory pieces to analyze topics and examine/convey ideas/information clearly; produce clear and coherent writing appropriate to task, purpose, and audience.**

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