

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<b>STANDARD 1.1</b> <i>Understand and practice writing as a recursive process.</i>			
<b>CE1.1.1</b> Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions; Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 1: Essay rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>CE1.1.2</b> Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions; Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 1: Essay rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>CE1.1.3</b> Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	Unit 1: Review the elements of a formal analytic essay, such as introduction with a thesis, paragraphing with topic sentences, adequate development using specific evidence, unity and coherent development using transitions; Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond.	Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 1: Essay rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.		
<b>CE1.1.4</b> Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>CE1.1.5</b> Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>CE1.1.6</b> Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>CE1.1.7</b> Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.  Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond.	Unit 1: Essay topic, rough drafts, peer edit sheets Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 1: Rough drafts, peer edit sheets, essay rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.		
<b>CE1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>STANDARD 1.2</b> <i>Use writing, speaking, and visual expression for personal understanding and growth.</i>			
<b>CE1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas	Unit 2: Collaborate with a small group of students to create a story board presentation of at least one pivotal scene from one of the films studied. Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 2: Story board sheets, selected film Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 2: Story board, presentation by group Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>CE1.2.2</b> Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).	Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in; Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 2: Lecture outline, journal topic options Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 2: Journal assignment Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>CE1.2.3</b> Write, speak, and create artistic representations to express personal			

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).			
<b>CE1.2.4</b> Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 4: Share, peer edit and revise at least two personal written responses to create a polished analysis of a major theme illustrated in both the written and film versions of the <i>Godfather</i> saga. Unit 5: Share, peer edit and revise a journal response to create a polished analysis of a major aspect of the adventure film hero.	Unit 4: Peer edit sheets, personal journal responses Unit 5: Student journals, peer edit sheets	Unit 4: Rubric Unit 5: Rubric
<b>STANDARD 1.3</b> <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
<b>CE1.3.1</b> Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).	Unit 4: Compose several short, personal written responses to character, plot development, theme and motif. Share, peer edit and revise at least two personal written responses to create a polished analysis of a major theme illustrated in both the written and film versions of the <i>Godfather</i> saga. Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Share, peer edit and revise a journal response to create a polished analysis of a major aspect of the adventure film hero. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 4: Personal journal responses, suggested topics Peer edit sheets, personal journal responses Unit 5: Student journals, suggested topics, film notes Student journals, peer edit sheets Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 4: Journal entries, unit test Unit 4: Rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>CE1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed.	Unit 1: Essay topic, rough drafts, peer edit sheets Unit 3: Class selected film,	Unit 1: Rough drafts, peer edit sheets, essay rubric

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	<p>academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p> <p>Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities.</p>	<p>student outlines</p>	<p>Unit 3: Film review rubric</p>
<p><b>CE1.3.3</b> Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed.</p> <p>Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities.</p> <p>Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond.</p> <p>Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.</p>	<p>Unit 1: Essay topic, rough drafts, peer edit sheets</p> <p>Unit 3: Class selected film, student outlines</p> <p>Unit 5: Student journals, suggested topics, film notes</p> <p>Unit 6: Small group discussion topics, journal suggestions, film examples</p>	<p>Unit 1: Rough drafts, peer edit sheets, essay rubric</p> <p>Unit 3: Film review rubric</p> <p>Unit 5: Discussion, rubric</p> <p>Unit 6: Discussion, group topic sheets, rubric</p>
<p><b>CE1.3.4</b> Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p>	<p>Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed.</p> <p>Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.</p>	<p>Unit 1: Essay topic, rough drafts, peer edit sheets</p>	<p>Unit 1: Rough drafts, peer edit sheets, essay rubric</p>
<p><b>CE1.3.5</b> From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and</p>	<p>Unit 2: Review public speaking techniques such as voice, posture, eye contact, organization, etc.</p>		<p>Unit 2: Presentation by group</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p>content based on that assessment; and adapt communication strategies appropriately and effectively.</p> <p><b>CE1.3.6</b> Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</p>	<p>Unit 2: Review public speaking techniques such as voice, posture, eye contact, organization, etc. Present the story board created (mechanically or as power point) in small groups to the class.</p>	<p>Unit 2: Story board, computer(?),</p>	<p>Unit 2: Presentation by group Presentation rubric</p>
<p><b>CE1.3.7</b> Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>Unit 2: Review public speaking techniques such as voice, posture, eye contact, organization, etc.</p>		<p>Unit 2: Presentation by group</p>
<p><b>CE1.3.8</b> Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>	<p>Unit 4: View <i>The Godfather</i> and <i>The Godfather, Part II</i> in class, stopping for frequent small group discussion of character development, conflict, plot development and theme. Unit 6 View 2-3 representative film examples in class, stopping for frequent small group discussion of comedy elements and their effective use on film.</p>	<p>Unit 4: Videos: “The Godfather” &amp; “The Godfather, Part II”, lecture outline Unit 6: 2-3 representative films from the era 1900-present</p>	<p>Unit 4: Outline notes, journal entries, unit test; small group discussions Unit 6: Small group discussions, film notes, journals</p>
<p><b>CE1.3.9</b> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p>	<p>Unit 2: Collaborate with a small group of students to create a story board presentation of at least one pivotal scene from one of the films studied. Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities</p>	<p>Unit 2: Story board sheets, selected film Unit 3: Class selected film, student outlines</p>	<p>Unit 2: Story board, presentation by group Unit 3: Film review rubric</p>
<p><b>STANDARD 1.4</b> <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining</i></p>			

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<i>important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i>			
<b>CE1.4.1</b> Identify, explore, and refine topics and questions appropriate for research.			
<b>CE1.4.2</b> Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.			
<b>CE1.4.3</b> Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).			
<b>CE1.4.4</b> Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.			
<b>CE1.4.5</b> Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.	Unit 2: Review public speaking techniques such as voice, posture, eye contact, organization, etc. Unit 3: Create and present and oral report/review of the self-selected film.	Unit 3: Presentation outline and rubric	Unit 2: Presentation by group Unit 3: Presentation rubric
<b>CE1.4.6</b> Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).			
<b>CE1.4.7</b> Recognize the role of research including			

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p>student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>			
<p><b>STANDARD 1.5</b> <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic and literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital stories).</i></p>			
<p><b>CE1.5.1</b> Use writing, speaking, and visual expression to develop powerful, creative and critical messages.</p>	<p>Unit 2: Present the story board created (mechanically or as power point) in small groups to the class.</p> <p>Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond.</p> <p>Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.</p>	<p>Unit 2: Story board, computer(?),</p> <p>Unit 5: Student journals, suggested topics, film notes</p> <p>Unit 6: Small group discussion topics, journal suggestions, film examples</p>	<p>Unit 2: Presentation rubric</p> <p>Unit 5: Discussion, rubric</p> <p>Unit 6: Discussion, group topic sheets, rubric</p>
<p><b>CE1.5.2</b> Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</p>	<p>Unit 2: Present the story board created (mechanically or as power point) in small groups to the class.</p> <p>Unit 3: Create and present and oral report/review of the self-selected film. : Listen to student presentations and discuss/ask questions of presenters.</p>	<p>Unit 2: Story board, computer(?),</p>	<p>Unit 2: Presentation rubric</p> <p>Unit 3: Participation and presentation rubric</p>
<p><b>CE1.5.3</b> Select format and tone based on the desired effect and audience, using</p>	<p>Unit 2: Present the story board created (mechanically or as power point) in</p>	<p>Unit 2: Story board, computer(?),</p>	<p>Unit 2: Presentation rubric</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).	small groups to the class. Unit 3: Listen to student presentations and discuss/ask questions of presenters.		Unit 3: Participation and presentation rubric
<b>CE1.5.4</b> Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).	Unit 2: Present the story board created (mechanically or as power point) in small groups to the class. Unit 3: Listen to student presentations and discuss/ask questions of presenters.	Unit 2: Story board, computer(?),	Unit 2: Presentation rubric Unit 3: Participation and presentation rubric
<b>CE1.5.5</b> Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Unit 3: Listen to student presentations and discuss/ask questions of presenters. Unit 5: Analyze through writing of journals and small group discussion the evolution of the adventure film hero through the twentieth century and beyond. Unit 6 Analyze through writing of journals and small group discussion the evolution of the comedy.	Unit 5: Student journals, suggested topics, film notes Unit 6: Small group discussion topics, journal suggestions, film examples	Unit 3: Participation and presentation rubric Unit 5: Discussion, rubric Unit 6: Discussion, group topic sheets, rubric
<b>STANDARD 2.1</b> <i>Develop critical reading, listening, and viewing strategies.</i>			
<b>CE2.1.1</b> Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.	Unit 1: Listen to lecture information on the basic history of motion picture, take notes, and view supplementary video information on Thomas Edison and others who developed the motion picture technology Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night in class. Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in. Unit 3: Read chapter 11 in text and answer specific questions regarding	Unit 1: Lecture outline, video, study guide Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles Unit 2: Lecture outline, journal topic options Unit 3: Textbook and study guide Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide Textbook, review questions Unit 5: Lecture outline, student prior knowledge Textbook, review questions Unit 6: Lecture outline, personal journal entries	Unit 1: Quiz and study guide sheets Class discussion Unit 2: Journal assignment Unit 3: Study guide, quiz Unit 4: Class discussion, study guide questions Class discussion, quiz, unit test Unit 5: Unit test, student journals Unit 6: Journal, outline notes

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	<p>information.</p> <p>Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.</p> <p>: Read chapter 8 in text and answer specific questions relating to narrative style in film as compared to literature.</p> <p>Unit 5: Listen to lecture information on the basic formula of adventure films and discuss various familiar heroes in literature and film.</p> <p>Read chapter 3 in text and answer specific questions regarding information.</p> <p>Unit 6: Listen to lecture information on the basic forms of comedy and the history of comedy film in the last century culminating in a personal journal evaluating personal viewpoints of comedy and comedy film.</p>		
<p><b>CE2.1.2</b> Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>	<p>Unit 1: Listen to lecture information on the basic history of motion picture, take notes, and view supplementary video information on Thomas Edison and others who developed the motion picture technology</p> <p>Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in.</p> <p>Unit 3: Read chapter 11 in text and answer specific questions regarding information.</p> <p>Unit 4: Read chapter 8 in text and answer specific questions relating to narrative style in film as compared to literature.</p> <p>Unit 5: Read chapter 3 in text and answer specific questions regarding information.</p>	<p>Unit 1: Lecture outline, video, study guide</p> <p>Unit 2: Lecture outline, journal topic options</p> <p>Unit 3: Textbook and study guide</p> <p>Unit 4: Textbook, review questions</p> <p>Unit 5: Textbook, review questions</p>	<p>Unit 1: Quiz and study guide sheets</p> <p>Unit 2: Journal assignment</p> <p>Unit 3: Study guide, quiz</p> <p>Unit 4: Class discussion, quiz, unit test</p> <p>Unit 5: Unit test</p>
<p><b>CE2.1.3</b> Determine the meaning of unfamiliar</p>	<p>Unit 3: Read chapter 11 in text and answer</p>	<p>Unit 3: Textbook and study guide</p>	<p>Unit 3: Study guide,</p>

## FILM AS LITERATURE

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	<p>words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>specific questions regarding information.</p> <p>Unit 4: Read chapter 8 in text and answer specific questions relating to narrative style in film as compared to literature.</p>	<p>Unit 4: Textbook, review questions</p> <p>quiz Unit 4: Class discussion, quiz, unit test</p>
<b>CE2.1.4</b>	<p>Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p>	<p>Unit 2: Read the chapters on editing and writing in the course text (<u>Understanding Movies</u>) and complete study questions while viewing the selected films.</p> <p>Unit 3: Read chapter 11 in text and answer specific questions regarding information.</p> <p>Unit 5: Read chapter 3 in text and answer specific questions regarding information.</p> <p>Unit 6: Read the chapter on sound and special effects in the course text (<u>Understanding Movies</u>) and complete study guide questions while viewing selected films.</p>	<p>Unit 2: Textbook, study questions Unit 3: Textbook and study guide Unit 5: Textbook, review questions Unit 6: Textbook, review questions</p> <p>Unit 2: Quiz, Unit test Unit 3: Study guide, quiz Unit 5: Unit test Unit 6: Quiz, class discussion</p>
<b>CE2.1.5</b>	<p>Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p>		
<b>CE2.1.6</b>	<p>Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, ad statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.</p>	<p>Unit 1: Listen to lecture information on the basic history of motion picture, take notes, and view supplementary video information on Thomas Edison and others who developed the motion picture technology</p> <p>Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in.</p>	<p>Unit 1: Lecture outline, video, study guide Unit 2: Lecture outline, journal topic options</p> <p>Unit 1: Quiz and study guide sheets Unit 2: Journal assignment</p>
<b>CE2.1.7</b>	<p>Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or</p>	<p>Unit 1: View <i>Gold Rush</i>, <i>Stagecoach</i>, <i>It Happened One Night</i>, and <i>The Maltese Falcon</i> in order to evaluate them as</p>	<p>Unit 1: Videos: “Gold Rush”, “Stagecoach,” “It Happened One Night,” “Maltese</p> <p>Unit 1: Class participation, viewing,</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p>composing a personal response; distinguish between a summary and a critique.</p>	<p>literary pieces as well as visual entertainment.</p> <p>Unit 2: Read the chapters on editing and writing in the course text (<u>Understanding Movies</u>) and complete study questions while viewing the selected films</p> <p>Unit 5: Read chapter 3 in text and answer specific questions regarding information.</p> <p>View 2-3 representative film examples in class, stopping for frequent small group discussion of adventure film elements and their effective use on film.</p> <p>Unit 6: Read the chapter on sound and special effects in the course text (<u>Understanding Movies</u>) and complete study guide questions while viewing selected films.</p>	<p>Falcon”</p> <p>Unit 2: Textbook, study questions</p> <p>Unit 5: Textbook, review questions</p> <p>2-3 representative film examples from 1900-present</p> <p>Unit 6: Textbook, review questions</p>	<p>discussion, unit test</p> <p>Unit 2: Quiz, Unit test</p> <p>Unit 5: Unit test</p> <p>Outline notes, small group discussions, unit test</p> <p>Unit 6: Quiz, class discussion</p>
<p><b>CE2.1.8</b> Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.</p>	<p>Unit 1: View <i>Gold Rush, Stagecoach, It Happened One Night, and The Maltese Falcon</i> in order to evaluate them as literary pieces as well as visual entertainment;</p> <p>Unit 5: View 2-3 representative film examples in class, stopping for frequent small group discussion of adventure film elements and their effective use on film.</p>	<p>Unit 1: Videos: “Gold Rush”, “Stagecoach,” “It Happened One Night,” “Maltese Falcon”</p> <p>Unit 5: 2-3 representative film examples from 1900-present</p>	<p>Unit 1: Class participation, viewing, discussion, unit test</p> <p>Unit 5: Outline notes, small group discussions, unit test</p>
<p><b>CE2.1.9</b> Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</p>	<p>Unit 1: View <i>Gold Rush, Stagecoach, It Happened One Night, and The Maltese Falcon</i> in order to evaluate them as literary pieces as well as visual entertainment;</p> <p>Unit 5: View 2-3 representative film examples in class, stopping for frequent small group discussion of adventure film elements and their effective use on film.</p>	<p>Unit 1: Videos: “Gold Rush”, “Stagecoach,” “It Happened One Night,” “Maltese Falcon”</p> <p>Unit 5: 2-3 representative film examples from 1900-present</p>	<p>Unit 1: Class participation, viewing, discussion, unit test</p> <p>Unit 5: Outline notes, small group discussions, unit test</p>
<p><b>CE2.1.10</b> Listen to and view speeches, presentations, and multimedia works to</p>	<p>Unit 3: Listen to and discuss lecture information describing the elements of</p>	<p>Unit 3: Lecture outline, sample film reviews</p>	<p>Unit 3: Quiz</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	a film review.		
<b>CE2.1.11</b> Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	Unit 3: Listen to and discuss lecture information describing the elements of a film review.	Unit 3: Lecture outline, sample film reviews	Unit 3: Quiz
<b>CE2.1.12</b> Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 1: Listen to lecture information on the basic history of motion picture, take notes, and view supplementary video information on Thomas Edison and others who developed the motion picture technology. Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in. Unit 3: Listen to and discuss lecture information describing the elements of a film review. Unit 5: Listen to lecture information on the basic formula of adventure films and discuss various familiar heroes in literature and film. Unit 6: Listen to lecture information on the basic forms of comedy and the history of comedy film in the last century culminating in a personal journal evaluating personal viewpoints of comedy and comedy film.	Unit 1: Lecture outline, video, study guide Unit 2: Lecture outline, journal topic options Unit 3: Lecture outline, sample film reviews Unit 5: Lecture outline, student prior knowledge Unit 6: Lecture outline, personal journal entries	Unit 1: Quiz and study guide sheets Unit 2: Journal assignment Unit 3: Quiz Unit 5: Unit test, student journals Unit 6: Journal, outline notes
<b>STANDARD 2.2</b> <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and</i>			

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<b>generalizations; and drawing conclusions).</b>			
<b>CE2.2.1</b> Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE2.2.2</b> Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 3: View a film outside of class (self-selected) and write a critical analysis/film review of this film Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 3: Student selected film, student outlines Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 3: Film review rubric Unit 4: Class discussion, study guide questions
<b>STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i></b>			
<b>CE2.3.1</b> Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities	Unit 3: Class selected film, student outlines	Unit 3: Film review rubric
<b>CE2.3.2</b> Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.	Unit 3: View a film outside of class (self-selected) and write a critical analysis/film review of this film	Unit 3: Student selected film, student outlines	Unit 3: Film review rubric
<b>CE2.3.3</b> Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).	Unit 2: Examine the story board and reading version of <i>North by Northwest</i> and apply these techniques to one of the other films studied.  Collaborate with a small group of students to create a story board presentation of at least one pivotal scene from one of the films studied.	Unit 2: Textbook, story board sheets, selected film Story board sheets, selected film	Unit 2: Story board, presentation by group Story board, presentation by group

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<b>CE2.3.4</b> Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).			
<b>CE2.3.5</b> Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>CE2.3.6</b> Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Unit 2: Listen to lecture information on the life and film techniques of Alfred Hitchcock with a culminating journal activity relating this information to the “real world” we live in; Unit 5: Read chapter 3 in text and answer specific questions regarding information.	Unit 2: Lecture outline, journal topic options Unit 5: Textbook, review questions	Unit 2: Journal assignment Unit 5: Unit test
<b>CE2.3.7</b> Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).			
<b>CE2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.	Unit 4: Share, peer edit and revise at least two personal written responses to create a polished analysis of a major theme illustrated in both the written and film versions of the <i>Godfather</i> saga. Unit 5: Share, peer edit and revise a journal response to create a polished analysis of a major aspect of the adventure film hero.	Unit 4: Peer edit sheets, personal journal responses Unit 5: Student journals, peer edit sheets	Unit 4: Rubric Unit 5: Rubric
<b>STANDARD 3.1</b> <i>Develop the skills of close and contextual literary reading.</i>			
<b>CE3.1.1</b> Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Unit 1: Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night	Unit 1: Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles	Unit 1: Class discussion Unit test, discussion sheets

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment	
	<p>in class</p> <p>Discuss themes of good and evil, fate, love, justice, and society as it is revealed through the films and literature explored.</p> <p>Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.</p> <p>Discuss the language and literary techniques used to convey meaning of the text as connected to theme.</p>	<p>Worksheet of discussion questions</p> <p>Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide</p>	<p>Unit 4: Class discussion, study guide questions</p>	
<b>CE3.1.2</b>	<p>Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>	<p>Unit 1: Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night in class</p> <p>Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.</p>	<p>Unit 1: Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles</p> <p>Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide</p>	<p>Unit 1: Class discussion</p> <p>Unit 4: Class discussion, study guide questions</p>
<b>CE3.1.3</b>	<p>Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p>	<p>Unit 1: Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night in class</p> <p>Learn basic terminology of film style and direction such as panning, tilting, dissolve, superimposition.</p>	<p>Unit 1: Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles</p> <p>Textbook, lecture outline</p>	<p>Unit 1: Class discussion Quiz</p> <p>Unit 4: Class discussion, study guide questions</p>
<b>CE3.1.4</b>	<p>Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.</p>	<p>Unit 1: Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night in class</p> <p>Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.</p>	<p>Unit 1: Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles</p> <p>Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide</p>	<p>Unit 1: Class discussion</p>
<b>CE3.1.5</b>	<p>Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different</p>	<p>Unit 1: Read “Stage to Lordsburg” and “Night Bus” out of class while viewing Stagecoach and It Happened One Night in class</p>	<p>Unit 1: Short stories: “Stage to Lordsburg”, “Night Bus”, videos of both titles</p>	<p>Unit 1: Class discussion</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
historical periods, and/or from different cultural perspectives.			
<b>CE3.1.6</b> Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Unit 4: View <i>The Godfather</i> and <i>The Godfather, Part II</i> in class, stopping for frequent small group discussion of character development, conflict, plot development and theme. Unit 6 View 2-3 representative film examples in class, stopping for frequent small group discussion of comedy elements and their effective use on film.	Unit 4: Videos: “The Godfather” & “The Godfather, Part II”, lecture outline Unit 6: 2-3 representative films from the era 1900-present	Unit 4: Outline notes, journal entries, unit test; small group discussions Unit 6: Small group discussions, film notes, journals
<b>CE3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE3.1.8</b> Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE3.1.10</b> Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	Unit 4: Read a selected chapter from Mario Puzo’s novel and answer selected questions to analyze the style, tone and attitude of the author.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>STANDARD 3.2</b> <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i>			
<b>CE3.2.1</b> Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory)	Unit 1: Discuss themes of good and evil, fate, love, justice, and society as it is revealed through the films and literature explored.	Unit 1: Worksheet of discussion questions	Unit 1: Unit test, discussion sheets

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	and demonstrate an understanding of the way in which genre and form influence meaning.		
<b>CE3.2.2</b>	Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.		
<b>CE3.2.3</b>	Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.	Unit 1: Discuss themes of good and evil, fate, love, justice, and society as it is revealed through the films and literature explored. Apply concepts learned throughout the unit to rework, or update, one of the classic films viewed to represent a modern view of the subject and theme in a short, creative recasting and rewriting of several pivotal scenes. Unit 2: Examine the story board and reading version of <i>North by Northwest</i> and apply these techniques to one of the other films studied	Unit 1: Worksheet of discussion questions Recasting group sheets Unit 2: Textbook, story board sheets, selected film  Unit 1: Unit test, discussion sheets Group presentations, teacher rubric Unit 2: Story board, presentation by group
<b>CE3.2.4</b>	Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).	Unit 4: Discuss the language and literary techniques used to convey meaning of the text as connected to theme.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide  Unit 4: Class discussion, study guide questions
<b>CE3.2.5</b>	Respond to literature in a variety of ways (e.g. dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.	Unit 1: Apply concepts learned throughout the unit to rework, or update, one of the classic films viewed to represent a modern view of the subject and theme in a short, creative recasting and rewriting of several pivotal scenes. Unit 2: Examine the story board and reading version of <i>North by Northwest</i> and apply these techniques to one of the other films studied.	Unit 1: Recasting group sheets Unit 2: Textbook, story board sheets, selected film  Unit 1: Group presentations, teacher rubric Unit 2: Story board, presentation by group
<b>STANDARD 3.3</b> Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.			

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p><b>CE3.3.1</b> Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p>	<p>Unit 5: Listen to lecture information on the basic formula of adventure films and discuss various familiar heroes in literature and film.</p> <p>Unit 6: Listen to lecture information on the basic forms of comedy and the history of comedy film in the last century culminating in a personal journal evaluating personal viewpoints of comedy and comedy film.</p>	<p>Unit 5: Lecture outline, student prior knowledge</p> <p>Unit 6: Lecture outline, personal journal entries</p>	<p>Unit 5: Unit test, student journals</p> <p>Unit 6: Journal, outline notes</p>
<p><b>CE3.3.2</b> Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p>			
<p><b>CE3.3.3</b> Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).</p>			
<p><b>CE3.3.4</b> Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>			
<p><b>CE3.3.5</b> Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>			
<p><b>CE3.3.6</b> Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, “classis” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</p>	<p>Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities</p>	<p>Unit 3: Class selected film, student outlines</p>	<p>Unit 3: Film review rubric</p>
<p><b>STANDARD 3.4</b> <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i></p>			
<p><b>CE3.4.1</b> Use methods of close and contextualized</p>	<p>Unit 2: Read the chapters on editing and</p>	<p>Unit 2: Textbook, study questions</p>	<p>Unit 2: Quiz, Unit test</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	<p>writing in the course text (<u>Understanding Movies</u>) and complete study questions while viewing the selected films.</p> <p>Unit 3: Read chapter 11 in text and answer specific questions regarding information.</p> <p>View a film selected by the class and write a critical analysis review of its cinematic qualities.</p> <p>View a film outside of class (self-selected) and write a critical analysis/film review of this film</p> <p>Unit 6: Read the chapter on sound and special effects in the course text (<u>Understanding Movies</u>) and complete study guide questions while viewing selected films.</p>	<p>Unit 3: Textbook and study guide Class selected film, student outlines Student selected film, student outlines</p> <p>Unit 6: Textbook, review questions</p>	<p>Unit 3: Study guide, quiz Film review rubric</p> <p>Unit 6: Quiz, class discussion</p>
<b>CE3.4.2</b> Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Unit 4: Discuss the language and literary techniques used to convey meaning of the text as connected to theme.	Unit 4: Selected chapter from <u>The Godfather</u> By Mario Puzo, study guide	Unit 4: Class discussion, study guide questions
<b>CE3.4.3</b> Understand the ways people use media in their personal and public lives.	<p>Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities</p> <p>View a film outside of class (self-selected) and write a critical analysis/film review of this film.</p>	<p>Unit 3: Class selected film, student outlines</p> <p>Student selected film, student outlines</p>	Unit 3: Film review rubric
<b>CE3.4.4</b> Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	Unit 3: View a film selected by the class and write a critical analysis review of its cinematic qualities	Unit 3: Class selected film, student outlines	Unit 3: Film review rubric
<b>STANDARD 4.1</b> <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
<b>CE4.1.1</b> Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for	<p>Unit 3: Create and present an oral report/review of the self-selected film.</p> <p>Unit 5: Listen to lecture information on the</p>	<p>Unit 3: Presentation outline and rubric</p> <p>Unit 5: Lecture outline, student</p>	<p>Unit 3: Presentation rubric</p> <p>Unit 5: Unit test,</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
various rhetorical purposes.	<p>basic formula of adventure films and discuss various familiar heroes in literature and film.</p> <p>Unit 6: Listen to lecture information on the basic forms of comedy and the history of comedy film in the last century culminating in a personal journal evaluating personal viewpoints of comedy and comedy film.</p>	<p>prior knowledge</p> <p>Unit 6: Lecture outline, personal journal entries</p>	<p>student journals</p> <p>Unit 6: Journal, outline notes</p>
<b>CE4.1.2</b> Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).	Unit 1: Learn basic terminology of film style and direction such as panning, tilting, dissolve, superimposition.	Unit 1: Textbook, lecture outline,	Unit 1: Quiz
<b>CE4.1.3</b> Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	Unit 3: Create and present an oral report/review of the self-selected film.	Unit 3: Presentation outline and rubric	Unit 3: Presentation rubric
<b>CE4.1.4</b> Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.	Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.	Unit 1: Essay topic, rough drafts, peer edit sheets	Unit 1: Rough drafts, peer edit sheets, essay rubric
<b>CE4.1.5</b> Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	<p>Unit 1: Write a formal analysis essay on selected topics about the early years of film and the four films viewed. Students will write, edit and rewrite essays, incorporating evidence from the films (details, scenes, and direct quotations), and synthesizing arguments from the critical source material.</p> <p>Unit 4: Compose several short, personal written responses to character, plot development, theme and motif. Share, peer edit and revise at least two personal written responses to create a</p>	<p>Unit 1: Essay topic, rough drafts, peer edit sheets</p> <p>Unit 4: Personal journal responses, suggested topics</p> <p>Peer edit sheets, personal journal responses</p> <p>Unit 5: Student journals, peer edit sheets</p>	<p>Unit 1: Rough drafts, peer edit sheets, essay rubric</p> <p>Unit 4: Journal entries, unit test : Rubric</p> <p>Unit 5: Rubric</p>

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
	<p>polished analysis of a major theme illustrated in both the written and film versions of the <i>Godfather</i> saga.</p> <p>Unit 5: Share, peer edit and revise a journal response to create a polished analysis of a major aspect of the adventure film hero.</p>		
<b>STANDARD 4.2 Understand how language variety reflects and shapes experience.</b>			
<p><b>CE4.2.1</b> Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).</p>	<p>Unit 4: View <i>The Godfather</i> and <i>The Godfather, Part II</i> in class, stopping for frequent small group discussion of character development, conflict, plot development and theme.</p> <p>Unit 6 View 2-3 representative film examples in class, stopping for frequent small group discussion of comedy elements and their effective use on film.</p>	<p>Unit 4: Videos: “The Godfather” &amp; “The Godfather, Part II”, lecture outline</p> <p>Unit 6: 2-3 representative films from the era 1900-present</p>	<p>Unit 4: Outline notes, journal entries, unit test; small group discussions</p> <p>Unit 6: Small group discussions, film notes, journals</p>
<p><b>CE4.2.2</b> Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).</p>	<p>Unit 4: View <i>The Godfather</i> and <i>The Godfather, Part II</i> in class, stopping for frequent small group discussion of character development, conflict, plot development and theme.</p> <p>Unit 6 View 2-3 representative film examples in class, stopping for frequent small group discussion of comedy elements and their effective use on film.</p>	<p>Unit 4: Videos: “The Godfather” &amp; “The Godfather, Part II”, lecture outline</p> <p>Unit 6: 2-3 representative films from the era 1900-present</p>	<p>Unit 4: Outline notes, journal entries, unit test; small group discussions</p> <p>Unit 6: Small group discussions, film notes, journals</p>
<p><b>CE4.2.3</b> Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>			
<p><b>CE4.2.4</b> Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).</p>	<p>Unit 4: View <i>The Godfather</i> and <i>The Godfather, Part II</i> in class, stopping for frequent small group discussion of character development, conflict, plot development and theme.</p> <p>Unit 6 View 2-3 representative film examples in class, stopping for frequent small group discussion of comedy elements and their effective use on film.</p>	<p>Unit 4: Videos: “The Godfather” &amp; “The Godfather, Part II”, lecture outline</p> <p>Unit 6: 2-3 representative films from the era 1900-present</p>	<p>Unit 4: Outline notes, journal entries, unit test; small group discussions</p> <p>Unit 6: Small group discussions, film notes, journals</p>
<p><b>CE4.2.5</b> Recognize language bias in one’s</p>	Unit 4: Compose several short, personal	Unit 4: Personal journal	Unit 4: Journal entries,

## FILM AS LITERATURE

HSCE	Activities	Resources/Materials	Assessment
<p>community, school, textbooks, the public press, and in one's own use of language.</p>	<p>written responses to character, plot development, theme and motif.                      Share, peer edit and revise at least two personal written responses to create a polished analysis of a major theme illustrated in both the written and film versions of the <i>Godfather</i> saga.                      Unit 5: Share, peer edit and revise a journal response to create a polished analysis of a major aspect of the adventure film hero.</p>	<p>responses, suggested topics                      Peer edit sheets, personal journal responses                      Unit 5: Student journals, peer edit sheets</p>	<p>unit test                      Rubric                      Unit 5: Rubric</p>