

## FILM AS LITERATURE II

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 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision.	Unit 2: Text book, outlines, notes, articles	Unit 2: Formal analysis paper
<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: Write an in-depth analysis of selected director's film style and technique. Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision. Unit 3: Compose a personal narrative describing an experience in which the student has experienced a situation related to a character's experience.	Unit 1: Films and informational texts Unit 2: Text book, outlines, notes, articles Unit 3: Individual student prior knowledge and experience	Unit 1: Formal analysis paper Unit 2: Formal analysis paper Unit 3: Personal narrative paper
<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: Write an in-depth analysis of selected director's film style and technique. Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision. Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes. Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed	Unit 1: Films and informational texts Writing process sheets, rough drafts, revisions, etc. : Student journals Unit 2: Text book, outlines, notes, articles Unit 3: Individual student prior knowledge and experience	Unit 1: Formal analysis paper : Journal entries Unit 2: Formal analysis paper Unit 3: Personal narrative paper

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	<p>through director's vision.</p> <p>Unit 3: Compose a personal narrative describing an experience in which the student has experienced a situation related to a character's experience.</p>		
<p><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.</p>	<p>Unit 1: Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision.</p> <p>Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.</p> <p>Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision.</p>	<p>Unit 1: Writing process sheets, rough drafts, revisions, etc. : Student journals</p> <p>Unit 2: Text book, outlines, notes, articles</p>	<p>Unit 1: Formal analysis paper : Journal entries</p> <p>Unit 2: Formal analysis paper</p>
<p><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.</p>	<p>Unit 1: Write an in-depth analysis of selected director's film style and technique.</p> <p>Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision.</p> <p>Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision.</p> <p>Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's influence on</p>	<p>Unit 1: Films and informational texts Writing process sheets, rough drafts, revisions, etc.</p> <p>Unit 2: Text book, outlines, notes, articles Peer editing sheets, rough drafts, revisions,</p>	<p>Unit 1: Formal analysis paper</p> <p>Unit 2: Formal analysis paper Formal analysis paper, oral presentation</p>

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	contemporary film.		
<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: Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision. Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision.	Unit 1: Writing process sheets, rough drafts, revisions, etc. Unit 2: Text book, outlines, notes, articles	Unit 1: Formal analysis paper Unit 2: Formal analysis paper
<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 an in-depth analysis of selected director's film style and technique. Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision. Unit 2: Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's influence on contemporary film.	Unit 1: Films and informational texts Writing process sheets, rough drafts, revisions, etc. Unit 2: Peer editing sheets, rough drafts, revisions,	Unit 1: Formal analysis paper Unit 2: Formal analysis paper, oral presentation
<b>CE1.1.8</b> Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.	Unit 1: Write an in-depth analysis of selected director's film style and technique. Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision. Unit 2: Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's influence on contemporary film.	Unit 1: Films and informational texts Writing process sheets, rough drafts, revisions, etc. Unit 2: Peer editing sheets, rough drafts, revisions,	Unit 1: Formal analysis paper Unit 2: Formal analysis paper, oral presentation
<b>STANDARD 1.2</b> <i>Use writing, speaking, and visual expression for personal understanding and</i>			

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<i>growth.</i>			
<b>CE1.2.1</b> Write, speak, and use images and graphs to understand and discover complex ideas			
<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 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student journals	Unit 1: Journal entries
<b>CE1.2.3</b> Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 3: Compose a personal narrative describing an experience in which the student has experienced a situation related to a character's experience.	Unit 3: Unit notes, articles, journal entries	Unit 3: Personal narrative paper
<b>CE1.2.4</b> Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student journals	Unit 1: Journal entries
<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 1: Collaboratively create a study guide for class members to follow lecture information. Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student created lecture outline Student journals	Unit 1: Outline notes Journal entries
<b>CE1.3.2</b> Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for 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	Unit 2: Write a comparative analysis essay evaluating each film and film director's style in representing similar themes and how meaning is constructed through director's vision.	Unit 2: Text book, outlines, notes, articles	Unit 2: Formal analysis paper

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<p>sentences, and a powerful conclusion.</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>	Unit 1: Write an in-depth analysis of selected director's film style and technique.	Unit 1: Films and informational texts	Unit 1: Formal analysis paper
<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>	Unit 1: Write an in-depth analysis of selected director's film style and technique.	Unit 1: Films and informational texts	Unit 1: Formal analysis paper
<p><b>CE1.3.5</b> From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p>	Unit 1: Collaboratively create a study guide for class members to follow lecture information.	Unit 1: Student created lecture outline	Unit 1: Outline notes
<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><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>	Unit 1: Collaboratively create a study guide for class members to follow lecture information.	Unit 1: Student created lecture outline	Unit 1: Outline notes
<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</p>	Unit 1: Collaboratively create a study guide for class members to follow lecture information.	Unit 1: Student created lecture outline	Unit 1: Outline notes

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content).			
<b>CE1.3.9</b> Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.	Unit 1: Write an in-depth analysis of selected director's film style and technique. Unit 2: Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's influence on contemporary film.	Unit 1: Films and informational texts Unit 2: Peer editing sheets, rough drafts, revisions,	Unit 1: Formal analysis paper Unit 2: Formal analysis paper, oral presentation
<b>STANDARD 1.4</b> <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining 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.	Unit 1: Participate as an active member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a detailed analysis of findings. Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class.	Unit 1: Student selected informational materials	Unit 1: Written analysis of findings, discussion Student created oral lecture
<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.	Unit 1: Participate as an active member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a detailed analysis of findings. Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class.	Unit 1: Student selected informational materials	Unit 1: Written analysis of findings, discussion Student created oral lecture
<b>CE1.4.3</b> Develop and refine a position, claim, thesis, or	Unit 1: Participate as an active	Unit 1: Student selected	Unit 1: Written analysis

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<p>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).</p>	<p>member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a detailed analysis of findings.                      Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class.</p>	<p>informational materials</p>	<p>of findings, discussion                      Student created oral lecture</p>
<p><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.</p>	<p>Unit 1: Participate as an active member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a detailed analysis of findings.                      Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class.</p>	<p>Unit 1: Student selected informational materials</p>	<p>Unit 1: Written analysis of findings, discussion                      Student created oral lecture</p>
<p><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.</p>			
<p><b>CE1.4.6</b> Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).</p>	<p>Unit 1: Write an in-depth analysis of selected director's film style and technique.</p>	<p>Unit 1: Films and informational texts</p>	<p>Unit 1: Formal analysis paper</p>
<p><b>CE1.4.7</b> Recognize the role of research including 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>Unit 1: Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class.</p>	<p>Unit 1: Student selected informational materials</p>	<p>Unit 1: Student created oral lecture</p>
<p><b>STANDARD 1.5</b> <i>Produce a variety of written, spoken, multigenre, and multimedia works, making</i></p>			



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<p><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.</p>	<p>Unit 1: Collaboratively select and read a literary source material of at least one film by selected director.</p> <p>Unit 2: Read chapter 12 of text and create an outline of concepts to share in small groups.  Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class.</p> <p>Unit 3: Read chapter 10 in text and discuss in small groups to analyze and evaluate concepts presented.</p> <p>Unit 4: Read chapter 6 in text and discuss in small groups to analyze and evaluate concepts presented.  Locate critical articles related to selected films and read for further understanding of film title.</p>	<p>Unit 1: Student selected materials  Unit 2: Text book and student created outline  Copies of critical reviews, films  Unit 3: Text book and student notes  Unit 4: Text book and student notes  Critical articles related to selected films</p>	<p>Unit 1: Reading discussion  Unit 2: Group discussions and sharing  Discussion and unit test  Unit 3: Discussion and unit quiz  Unit 4: Discussion and unit quiz</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 2: Read chapter 12 of text and create an outline of concepts to share in small groups.</p> <p>Unit 3: Read chapter 10 in text and discuss in small groups to analyze and evaluate concepts presented.</p>	<p>Unit 2: Text book and student created outline  Unit 3: Text book and student notes</p>	<p>Unit 2: Group discussions and sharing  Unit 3: Discussion and unit quiz</p>
<p><b>CE2.1.3</b> Determine the meaning of unfamiliar 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>Unit 2: Read chapter 12 of text and create an outline of concepts to share in small groups.</p> <p>Unit 3: Read chapter 10 in text and discuss in small groups to analyze and evaluate concepts presented.</p> <p>Unit 4: Read chapter 6 in text and</p>	<p>Unit 2: Text book and student created outline  Unit 3: Text book and student notes  Unit 4: Text book and student notes</p>	<p>Unit 2: Group discussions and sharing  Unit 3: Discussion and unit quiz  Unit 4: Discussion and unit quiz</p>

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	discuss in small groups to analyze and evaluate concepts presented.		
<b>CE2.1.4</b> 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.	Unit 2: Read chapter 12 of text and create an outline of concepts to share in small groups. Unit 3: Read chapter 10 in text and discuss in small groups to analyze and evaluate concepts presented. Unit 4: Read chapter 6 in text and discuss in small groups to analyze and evaluate concepts presented.	Unit 2: Text book and student created outline Unit 3: Text book and student notes Unit 4: Text book and student notes	Unit 2: Group discussions and sharing Unit 3: Discussion and unit quiz Unit 4: Discussion and unit quiz
<b>CE2.1.5</b> Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).	Unit 1: Collaboratively select and read a literary source material of at least one film by selected director. Write an in-depth analysis of selected director's film style and technique.	Unit 1: Student selected materials Films and informational texts	Unit 1: Reading discussion Formal analysis paper
<b>CE2.1.6</b> 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, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Unit 1: Collaboratively select and read a literary source material of at least one film by selected director.	Unit 1: Student selected materials	Unit 1: Reading discussion
<b>CE2.1.7</b> Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Unit 2: Read chapter 12 of text and create an outline of concepts to share in small groups. Unit 4: Read chapter 6 in text and discuss in small groups to analyze and evaluate concepts presented.	Unit 2: Text book and student created outline Unit 4: Text book and student notes	Unit 2: Group discussions and sharing Unit 4: Discussion and unit quiz
<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.	Unit 1: Write an in-depth analysis of selected director's film style and technique.	Unit 1: Films and informational texts	Unit 1: Formal analysis paper
<b>CE2.1.9</b> Examine the intersections and distinctions			

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between visual (media images, painting, film, and graphic arts) and verbal communication.			
<b>CE2.1.10</b> Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes. Unit 2: Listen to audio commentary by respected film critics and film biographers in order to draw critical conclusions regarding both films and their respective importance in film history. View documentary films concerning both films and discuss ideas presented, including historical importance and relevance of each film.	Unit 1: Student journals Unit 2: Audio commentaries Documentary films	Unit 1: Journal entries Unit 2: Discussion and unit test
<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 1: Collaboratively view and discuss at least two films by selected director.	Unit 1: Student selected materials	Unit 1: Journals and discussion
<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 2: Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's influence on contemporary film.	Unit 2: Peer editing sheets, rough drafts, revisions,	Unit 2: Formal analysis paper, oral presentation
<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 generalizations; and drawing conclusions).</i>			
<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,			

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overstatement/understatement, omission, and multiple points of view).			
<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 3: Relate personal experience to the themes and issues presented in representative films. Unit 4: Relate films viewed to historical importance and relevance in today's world.	Unit 3: Individual student prior knowledge and experience Unit 4: Unit notes, articles, study guides	Unit 3: Personal narrative paper Unit 4: Unit quiz and written response
<b>CE2.2.3</b> Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 1: Collaboratively select and read a literary source material of at least one film by selected director. Unit 2: Listen to audio commentary by respected film critics and film biographers in order to draw critical conclusions regarding both films and their respective importance in film history. View documentary films concerning both films and discuss ideas presented, including historical importance and relevance of each film.	Unit 1: Student selected materials Unit 2: Audio commentaries Documentary films	Unit 1: Reading discussion Unit 2: Discussion and unit test
<b><i>STANDARD 2.3 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 1: Collaboratively select and read a literary source material of at least one film by selected director. Unit 2: Listen to audio commentary by respected film critics and film biographers in order to draw critical conclusions regarding both films and their respective importance in film history. View documentary films concerning both films and discuss ideas presented, including	Unit 1: Student selected materials Unit 2: Audio commentaries Documentary films	Unit 1: Reading discussion Unit 2: Discussion and unit test

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	historical importance and relevance of each film.		
<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 1: Collaboratively view and discuss at least two films by selected director.	Unit 1: Student selected materials	Unit 1: Journals and discussion
<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).			
<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).	Unit 1: Conduct research of a selected film director (biography, filmography, style, methods, etc.) to create an oral lecture to class. Collaboratively select and read a literary source material of at least one film by selected director.	Unit 1: Student selected informational materials	Unit 1: Student created oral lecture
<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: Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision.	Unit 1: Writing process sheets, rough drafts, revisions, etc.	Unit 1: Formal analysis paper
<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 3: Compose a personal narrative describing an experience in which the student has experienced a situation related to a character's experience. Relate personal experience to the themes and issues presented in representative films. Unit 4: Relate films viewed to historical importance and relevance in today's world.	Unit 3: Unit notes, articles, journal entries Individual student prior knowledge and experience Unit 4: Unit notes, articles, study guides	Unit 3: Personal narrative paper Unit 4: Unit quiz and written response
<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).	Unit 1: Participate as an active member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a	Unit 1: Student selected informational materials Student selected materials	Unit 1: Written analysis of findings, discussion Reading discussion Journals and discussion

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	<p>detailed analysis of findings. Collaboratively select and read a literary source material of at least one film by selected director.</p> <p>Collaboratively view and discuss at least two films by selected director.</p>		
<b>CE2.3.8</b> Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.	Unit 1: Demonstrate an understanding of the writing process including prewriting conferencing, peer evaluation, self evaluation and revision.	Unit 1: Writing process sheets, rough drafts, revisions, etc.	Unit 1: Formal analysis paper
<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 2: Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class. Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	Unit 2: Copies of critical reviews, films Unit 4: Critical articles related to selected films	Unit 2: Discussion and unit test Unit 4: Discussion and unit quiz
<b>CE3.1.2</b> 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.	Unit 2: Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class. Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	Unit 2: Copies of critical reviews, films Unit 4: Critical articles related to selected films	Unit 2: Discussion and unit test Unit 4: Discussion and unit quiz
<b>CE3.1.3</b> 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.	Unit 2: Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class. Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	Unit 2: Copies of critical reviews, films Unit 4: Critical articles related to selected films	Unit 2: Discussion and unit test Unit 4: Discussion and unit quiz
<b>CE3.1.4</b> Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author	Unit 1: Collaboratively view and discuss at least two films by	Unit 1: Student selected materials Unit 2: Copies of critical reviews,	Unit 1: Journals and discussion

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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.	selected director. Unit 2: Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class. Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	films Unit 4: Critical articles related to selected films	Unit 2: Discussion and unit test Unit 4: Discussion and unit quiz
<b>CE3.1.5</b> 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 historical periods, and/or from different cultural perspectives.	Unit 1: Collaboratively view and discuss at least two films by selected director. Unit 2: Read critical reviews of <i>Citizen Kane</i> and <i>Casablanca</i> outside of class while viewing films in class. Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	Unit 1: Student selected materials Unit 2: Copies of critical reviews, films Unit 4: Critical articles related to selected films	Unit 1: Journals and discussion Unit 2: Discussion and unit test Unit 4: Discussion and unit quiz
<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.			
<b>CE3.1.7</b> Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 3: Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.	Unit 3: Critical articles relating to selected films	Unit 3: Discussion and personal narrative
<b>CE3.1.8</b> Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Unit 3: Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.	Unit 3: Critical articles relating to selected films	Unit 3: Discussion and personal narrative
<b>CE3.1.9</b> Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	Unit 3: Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.	Unit 3: Critical articles relating to selected films	Unit 3: Discussion and personal narrative
<b>CE3.1.10</b> Demonstrate an understanding of the	Unit 1: Maintain a daily personal	Unit 1: Student journals	Unit 1: Journal entries

## FILM AS LITERATURE II

HSCE	Activities	Resources/Materials	Assessment
connections between literary and expository works, themes, and historical and contemporary contexts.	journal to trace individual and group progress throughout the research and teaching processes.		
<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) 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.			
<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 1: Participate as an active member of a reading, listening and viewing community (small group), collaboratively selecting a director to research, reading representative literature, viewing connecting films, and writing a detailed analysis of findings.	Unit 1: Student selected informational materials	Unit 1: Written analysis of findings, discussion
<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	Unit 3: Relate personal experience to the themes and issues presented in representative films. Unit 4: Relate films viewed to historical importance and relevance in today's world.	Unit 3: Individual student prior knowledge and experience Unit 4: Unit notes, articles, study guides	Unit 3: Personal narrative paper Unit 4: Unit quiz and written response

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HSCE	Activities	Resources/Materials	Assessment
across time.			
<b>STANDARD 3.3</b> <i>Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</i>			
<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.	Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student journals	Unit 1: Journal entries
<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.	Unit 4: Locate critical articles related to selected films and read for further understanding of film title.	Unit 4: Critical articles related to selected films	Unit 4: Discussion and unit quiz
<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).	Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student journals	Unit 1: Journal entries
<b>CE3.3.4</b> Demonstrate knowledge of American minority literature and the contributions of minority writers.	Unit 3: Compose a personal narrative describing an experience in which the student has experienced a situation related to a character's experience.	Unit 3: Unit notes, articles, journal entries	Unit 3: Personal narrative paper
<b>CE3.3.5</b> Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.			
<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).			
<b>STANDARD 3.4</b> <i>Examine mass media, film, series fiction, and other texts from popular culture</i>			

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HSCE	Activities	Resources/Materials	Assessment
<i>popular culture.</i>			
<b>CE3.4.1</b> Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Unit 2: Read chapter 12 of text and create an outline of concepts to share in small groups. Unit 3: Read chapter 10 in text and discuss in small groups to analyze and evaluate concepts presented. Unit 4: Read chapter 6 in text and discuss in small groups to analyze and evaluate concepts presented.	Unit 2: Text book and student created outline Unit 3: Text book and student notes Unit 4: Text book and student notes	Unit 2: Group discussions and sharing Unit 3: Discussion and unit quiz Unit 4: Discussion and unit quiz
<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 3: Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.	Unit 3: Critical articles relating to selected films	Unit 3: Discussion and personal narrative
<b>CE3.4.3</b> Understand the ways people use media in their personal and public lives.			
<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.			
<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 various rhetorical purposes.	Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Student journals	Unit 1: Journal entries
<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 2: Read chapter 12 of text and create an outline of concepts to share in small groups.	Unit 2: Text book and student created outline	Unit 2: Group discussions and sharing
<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	Unit 2: Peer and self evaluate writing for revision and presentation to class as an oral interpretation of each film's	Unit 2: Peer editing sheets, rough drafts, revisions,	Unit 2: Formal analysis paper, oral presentation

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HSCE	Activities	Resources/Materials	Assessment
	influence on contemporary film.		
<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 an in-depth analysis of selected director's film style and technique. Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.	Unit 1: Films and informational texts Student journals	Unit 1: Formal analysis paper Journal entries
<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.	Unit 1: Write an in-depth analysis of selected director's film style and technique.	Unit 1: Films and informational texts	Unit 1: Formal analysis paper
<b>STANDARD 4.2</b> <i>Understand how language variety reflects and shapes experience.</i>			
<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).	Unit 3: View at least two films listed in class with numerous opportunities to analyze and evaluate the portrayal of various groups, societies, and cultures. Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience. Unit 4: View 2 to 3 class selected films from countries other than US made films. Discuss and evaluate selected films.	Unit 3: Class selected films and research notes Critical articles relating to selected films Unit 4: Class selected films Unit notes, articles, study guides	Unit 3: Discussion and personal narrative Discussion and personal narrative Unit 4: Discussion and participation Discussion and written response
<b>CE4.2.2</b> Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).	Unit 3: View at least two films listed in class with numerous opportunities to analyze and evaluate the portrayal of various groups, societies, and cultures. Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.	Unit 3: Class selected films and research notes Critical articles relating to selected films Unit 4: Class selected films Unit notes, articles, study guides	Unit 3: Discussion and personal narrative Unit 4: Discussion and participation Discussion and written response

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 4: View 2 to 3 class selected films from countries other than US made films. Discuss and evaluate selected films.</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>Unit 3: View at least two films listed in class with numerous opportunities to analyze and evaluate the portrayal of various groups, societies, and cultures. Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience. Relate personal experience to the themes and issues presented in representative films.</p> <p>Unit 4: View 2 to 3 class selected films from countries other than US made films. Discuss and evaluate selected films. Relate films viewed to historical importance and relevance in today's world.</p>	<p>Unit 3: Class selected films and research notes Critical articles relating to selected films : Individual student prior knowledge and experience</p> <p>Unit 4: Class selected films Unit notes, articles, study guides Unit notes, articles, study guides</p>	<p>Unit 3: Discussion and personal narrative Personal narrative paper</p> <p>Unit 4: Discussion and participation Discussion and written response Unit quiz and written response</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 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.</p> <p>Unit 3: View at least two films listed in class with numerous opportunities to analyze and evaluate the portrayal of various groups, societies, and cultures. Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.</p>	<p>Unit 1: Student journals</p> <p>Unit 3: Class selected films and research notes Critical articles relating to selected films</p> <p>Unit 4: Class selected films Unit notes, articles, study guides</p>	<p>Unit 1: Journal entries</p> <p>Unit 3: Discussion and personal narrative</p> <p>Unit 4: Discussion and participation Discussion and written response</p>

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HSCE	Activities	Resources/Materials	Assessment
	<p>Unit 4: View 2 to 3 class selected films from countries other than US made films.</p> <p style="padding-left: 40px;">Discuss and evaluate selected films.</p>		
<p><b>CE4.2.5</b> Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.</p>	<p>Unit 1: Maintain a daily personal journal to trace individual and group progress throughout the research and teaching processes.</p> <p>Unit 3: View at least two films listed in class with numerous opportunities to analyze and evaluate the portrayal of various groups, societies, and cultures.</p> <p style="padding-left: 40px;">Analyze how the tensions (represented in the films) among characters, communities, themes, and issues reflect human experience.</p> <p style="padding-left: 40px;">Compose a personal narrative describing an experience in which the student has experienced a situation related to a character’s experience.</p> <p style="padding-left: 40px;">Relate personal experience to the themes and issues presented in representative films.</p> <p>Unit 4: View 2 to 3 class selected films from countries other than US made films.</p> <p style="padding-left: 40px;">Discuss and evaluate selected films.</p> <p style="padding-left: 40px;">Relate films viewed to historical importance and relevance in today’s world.</p>	<p>Unit 1: Student journals</p> <p>Unit 3: Class selected films and research notes</p> <p style="padding-left: 40px;">Critical articles relating to selected films</p> <p style="padding-left: 40px;">Unit notes, articles, journal entries</p> <p style="padding-left: 40px;">: Individual student prior knowledge and experience</p> <p>Unit 4: Class selected films</p> <p style="padding-left: 40px;">Unit notes, articles, study guides</p> <p style="padding-left: 40px;">Unit notes, articles, study guides</p>	<p>Unit 1: Journal entries</p> <p>Unit 3: Discussion and personal narrative</p> <p style="padding-left: 40px;">Personal narrative paper</p> <p style="padding-left: 40px;">Personal narrative paper</p> <p>Unit 4: Discussion and participation</p> <p style="padding-left: 40px;">Discussion and written response</p> <p style="padding-left: 40px;">Unit quiz and written response</p>