

BUTLER SCHOOL DISTRICT

Grade 12
English IV: Film as Literature Curriculum

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Adapted from:
New Jersey Student Learning Standards

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VISION

The Butler School District's English Language Arts Department believes the future belongs to those who can think critically and communicate effectively. Our teachers are determined to provide students with the skills to analyze, adapt, collaborate, innovate, persevere and thrive in an ever-changing world. The English Language Arts curriculum provides students with quality, rigorous instruction to help them become better readers, writers, speakers, and listeners. The rich, educational experience provided within the Butler School District will produce young adults with the foundation and preparation they need for the future.

As a result of a Butler English Language Arts education, students will be able to...

- Synthesize language skills across disciplines
- Articulate clearly in all domains (reading, writing, speaking and listening, and language) with diverse groups of people and in diverse settings
- Appreciate and understand all genres of literature and writing that span across a range of topics and complexity
- Appreciate and understand the viewpoints of others and respond thoughtfully
- Collaborate with others and contribute productively and articulately
- Act responsibly and be accountable for actions, in person and online
- Demonstrate awareness of global issues and a duty to society
- Use language to thoughtfully build and contribute to communities
- Persevere through difficult situations and tasks
- Maintain a growth mindset despite adversity
- Manage time when completing larger tasks
- Utilize self-reflection as a tool for growth and development

COURSE OVERVIEW

In this course, students will learn how to “read” films that offer alternate perspectives and broaden our personal worldviews. This class is also meant to broaden students’ critical abilities in reading, writing, listening, speaking, and language and will align with the New Jersey Student Learning Standards for English Language Arts Grades 11-12.

GOALS

This course’s goals include the grade-level progress indicators of the New Jersey Student Learning Standards.

ASSESSMENT

Student learning will be evaluated via formative, summative, benchmark, & alternative assessments.

SCOPE AND SEQUENCE
(Pacing Guide)

Unit of Study	Estimated Time
<u>Unit 1: Film and the Individual: Film as a Reflection of Individual Identity</u> <i>Literature & Reflective Writing</i>	10 weeks
<u>Unit 2: Film and Society: Film as Societal Reflection</u> <i>Informational Text & Narrative Writing</i>	10 weeks
<u>Unit 3: Film and Expression: Film as Artistic Reflection and Process</u> <i>Literature, Artistic Synthesis, & Argument Writing</i>	10 weeks
<u>Unit 4: Film and Truth: Film as Voice of Belief and Revelation</u> <i>Research & Explanatory Writing</i>	10 weeks

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Butler Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure

Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students

Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking

skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

Multilingual Learners

Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR MULTILINGUAL LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for Multilingual Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual

and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

STATEMENT ON DIVERSE TEXTS IN CURRICULA, CLASSROOMS, and LIBRARIES

In the Butler Public School District, we offer diverse texts to students in book clubs, classroom libraries, and the school library, as well as encouraging diverse text choices from home and the public library collections. We always welcome the opportunity to partner with and assist parents as they guide their child’s learning and reading experiences. We hope to cultivate lifelong readers who read broadly and think critically about what they read.

Teachers and staff members of the Butler Public School District are committed to creating a community learning experience that is safe, welcoming, and inclusive for all students regardless of race or ethnicity, sexual orientations and gender identities, mental and physical abilities, and religious beliefs. We recognize that learning the experiences, perspectives, and contributions of a diverse population broadens a student’s education, empathy, and understanding of their world. It sets them up for success not only in high school but in all college and career experiences as a well-informed citizen in a participatory democracy.

Diverse texts and choices create:

- A safe and welcoming learning environment for all of our students
- An enriched critical thinking experience that understands different perspectives when exploring complex themes and topics
- Empathy and agency for positive change in support of and service to communities near and far
- Students prepared for success in diverse college, career, and life pursuits

In addition to the many benefits of including diverse texts in the classroom, it is also now a requirement in New Jersey to provide equitable access to a high-quality education that is inclusive and reflective of the rich diversity of our state. See [NJ law and NJ Department of Education mandates](#).

UNIT 1

Unit 1: Film and the Individual: Film as a Reflection of Individual Identity

UNIT SUMMARY

In this unit, students will learn how film is a reflection of individual identity. They will consider how authors and directions make decisions about the structure and sequence of events in a story, and how point of view and perspective impact decisions in the films and literature. Through a combination of research, literary analysis, collaborative discussions, and reflective writing, students will explore the choices and decisions that filmmakers and authors use to tell their stories.

STANDARDS

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

INTERDISCIPLINARY CONNECTIONS

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

8.2.12.IH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Directors make creative decisions during filmmaking that contribute to the mood of the film just like authors make creative decisions when writing stories. ● Directors’ voice and style are consistent across multiple films just like author’s voice and tone are visible across different texts ● Films as well as literature have themes that can be pulled out ● There are multiple points of view in a film ● Directors must interpret the screenwriter’s vision; writing must be clear and open to interpretation ● Researching the background of a film can help us have a better understanding of it 	<ul style="list-style-type: none"> ● To what extent do directors, writers, and actors make creative decisions? ● How do viewers determine a director’s style based on watching films? ● To what extent does point of view impact thematic development? ● How do readers find text evidence to support an author’s perspective?
<p>STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)</p>	
<p><i>Students are learning to/that...</i></p> <ul style="list-style-type: none"> ● Determine two or more themes or central ideas of a text ● Analyze the development and interaction of themes over the course of the text ● Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama ● Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. ● Conduct short research projects ● Gather information from a variety of reliable sources ● Integrate information from a variety of reliable sources into a coherent sequence and structure ● Determine and utilize relevant pieces of evidence from literature and informational sources to support a point or claim ● Collaborate effectively with peers 	
<p>SUGGESTED ACTIVITIES</p>	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> - Watch <i>United 93</i> and analyze directorial style, discern theme and intention, & understand Point of View (camera, director, story) - Read and respond to a variety of associated articles and clips 	

- Take a test on the above concepts
- Watch *Little Miss Sunshine* and analyze story structure, character formation, and theme, and explore personal and cultural views of beauty standards
- Read and respond to a variety of associated articles and clips
- Write a personal essay re: beauty standards
- Have a class discussion on the above concepts
- Watch *Whiplash* and analyze directorial and written intent as well as character choice and acting craft; explore personal response to the value of hard work, how far is too far, what is necessary for the sake of success, and define what “success” means to each person individually
- Formulate a “this I believe” or “overcoming” personally revelatory college essay
- Watch *The Shining* and analyze story and music craft; research elements surrounding production creation; analyze actor, writer, and directorial choices
- Read and respond to a variety of associated articles and clips

EVIDENCE OF LEARNING

Formative Assessments:

Entrance Ticket
Exit Ticket
On Demand Written Responses
Nearpod Collaborate board

Summative Assessment:

Test on Directorial Style & Point of View (*United 93*)
Personal Essay on Beauty Standards (...*Sunshine*)
Personal Essay (*Whiplash*) - College Entry
Research Project (*The Shining*)

Benchmark Assessment:

CommonLit Benchmarks

Alternative Assessments:

Choice Boards
Alternative media response (video, radio, etc.)

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Swank

Films:

- *United 93*, dir. Paul Greengrass
- Clips from *The Bourne Identity* and *The Bourne Supremacy* and *Captain Phillips*, dir. Paul Greengrass
- Clips from *Spotlight* and first episode of *13 Reasons Why*
- *Little Miss Sunshine*, by Michael Arndt, dir. Faris & Dayton
- Clips from *Atonement*, dir. Joe Wright
- Clips from *Pan’s Labyrinth*, dir. Guillermo del Toro
- Clips from *The Shape of Water*, dir. Guillermo del Toro
- *Whiplash*, dir. Damien Chazelle, screenplay by Chazelle
- *The Shining*, dir. Stanley Kubrick, screenplay by Kubrick & Johnson

Books or websites:

- Scriptmag.com
- Nofilmschool.com
- *NewYorkTimes.com* or *The New York Times*
- TheWritePractice.com
- How To Speak Movie - Youtube.com

- Guides.library.cornell.edu
- Owl.purdue.edu
- now.Tufts.edu
- Excerpts from *The Shining* by Stephen King
- Screenplays by Damien Chazelle (*Whiplash*, *La La Land*, etc.), Michael Arndt (*Little Miss Sunshine*, *Toy Story 3*, etc.)

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT 2

Unit 2: Film and Society: Film as Societal Reflection

UNIT SUMMARY

In this unit, students will continue to explore characters and themes in films and literature but with a focus on how films are a reflection of society. Students will learn how to “read” films and decipher claims and support for arguments, how to analyze films as arguments about society, and how directors and authors use creative techniques to make their argument. Students will also write screenplays (narrative writing) and literary response essays.

STANDARDS

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

INTERDISCIPLINARY CONNECTIONS

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Craft and structure play an important role in the vision of an author or director ● Readers of literature and viewers of films can analyze of the arguments within films and literature ● Point of view of the author or director impacts the reader's/viewer's understanding of the text/film ● Time period, culture and society in which the piece was produced plays a vital role 	<ul style="list-style-type: none"> ● How does point of view impact the message/theme? ● How do readers find text evidence to support an author's perspective? ● How do filmmakers and authors create and support arguments about society within their works?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- Cite text evidence gathered from multiple literary and film sources
- Provide support for argument made by a filmmaker or author
- Determine two or more central ideas of a film or text
- Provide an objective summary of a film or text
- Analyze a complex series of events within a film or text
- Integrate information from multiple sources and in different formats
- Write arguments to support a position
- Adhere to Grade 12 expectations for narrative and argument writing
- Develop and strengthen writing as needed through the use of a style manual

SUGGESTED ACTIVITIES

Students will...

- Watch *Mad Max: Fury Road* and analyze costume design, editorial choices, and directorial choices; and discern theme
- Read and respond to a variety of associated articles and clips re: costume design, editing, and mise en scene
- Watch decade-based sitcom episodes (see below) and analyze writing, action, and included content for period context
- Formulate argument surrounding above analyses and write/present full essay/presentation
- Learn variety of film shots and capture own version of film shots in group project
- Watch *Three Billboards Outside Ebbing, Missouri* and analyze character formation, recognize and respond to quality of acting, consider conflict creation, and track scene and full screenplay structuring
- Write their own scenes surrounding previously engaged concepts, especially as concerns clear character formation and conflict build and resolution
- Film their own written scenes (above)
- Extended learning: Watch *The Shawshank Redemption* and analyze character formation, literary parallels, and continue analyzing quality story structure
- Extended learning: Write a comparison-contrast analysis essay on Brooks and Andy; possibly compare/contrast with characters in *Three Billboards...*

EVIDENCE OF LEARNING

<p>Formative Assessments: Entrance Ticket Exit Ticket On Demand Written Responses Nearpod Collaborate board</p>	<p>Summative Assessment: Mise en Scene Project (<i>Mad Max: Fury Road</i>) Film Shots Project (<i>prep for Narrative</i>) Sitcoms & Society Argumentative Analysis Essay or Presentation (<i>Sitcoms</i>) Write Scenes (Narrative) (<i>Three Billboards...</i>)</p>
<p>Benchmark Assessment: CommonLit Benchmarks</p>	<p>Alternative Assessments: Choice Boards Alternative media response (video, radio, etc.)</p>

INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)

Swank

Films:

- *Mad Max: Fury Road*, dir. George Miller
- Clips from *Gosford Park*, *A Room with a View*, *The King's Speech*
- *I Love Lucy*, Season 1, Episode 30, "Vitameatavegamin" - Air Date: May 5, 1952
- *Gilligan's Island*, Season 1, Episode 1, "Two on a Raft" - Air Date: September 26, 1964
- *M.A.S.H.*, Season 1, Episode 17, "Sometimes You Hear the Bullet" - Air Date: January 28, 1973
- *Cheers*, Season 1, Episode 1, "Give Me a Ring Sometime" - Air Date: September 30, 1982
- *Friends*, Season 1, Episode 1, "The One Where It All Began" - Air Date: September 22, 1994
- *How I Met Your Mother*, Season 1, Episode 1, Pilot - Air Date: September 19, 2005
- *Parks and Recreation*, Season 3, Episode 9, "Andy and April's Fancy Party" - Air Date: April 14, 2011 OR *The Office*, U.S., episode TBD
- *Three Billboards Outside Ebbing, Missouri*, dir. Martin McDonagh
- **Alternative films include:** *Moonrise Kingdom*, dir. Wes Anderson; *Lady Bird*, screenplay and directed by Greta Gerwig; *The Shawshank Redemption*, dir. Frank Darabont, screenplay by Darabont & King

Books or websites:

- NPR.org interview with editor Sixel
- How To Speak Movie Parts 1 & 2 - Youtube.com
- Google Image search
- *NewYorkTimes.com* or *The New York Times*
- Looper.com
- Owl.purdue.edu

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT 3

Unit 3: Film and Expression: Film as Artistic Reflection and Process

UNIT SUMMARY

In this unit, students will study films and texts through the lens of artistic reflection and process. They will consider how different authors and filmmakers take artistic and creative liberties to represent different versions of real or fictional events and different interpretations of the same story. Students will begin with a study of *Hamlet*, and will read and watch different versions of the play and compare and contrast the author or director's interpretation of the text. To get an informational text perspective, they will study the concept of war through various films and nonfiction texts, integrating knowledge through various sources. They will write a synthesis essay comparing and contrasting the different sources.

STANDARDS

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

INTERDISCIPLINARY CONNECTIONS

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● There are multiple versions of texts and films of the same story that are presented in different ways ● There can different interpretations of the same event ● Similarly authors and directors take creative discretion when creating stories or films ● There are specific strategies for writing a story and directing a play that can impact the reader/viewer’s interpretation of the story 	<ul style="list-style-type: none"> ● How can the same event be represented in different ways? ● How do the ideas of art and creativity play into the writing and directing process? ● How are authors and directors similar in their artistic process? ● How does craft and style impact representation of events?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- make relevant connections to support analysis of what the text says explicitly and inferences drawn from the text
- determine two or more themes or central ideas of a text and analyze two or more themes or central ideas as they develop over the course of the text
- provide an objective summary of the text
- describe the way authors make specific choices to impact the development of a story or drama
- evaluate the impact of the author’s choices
- analyze the interaction of the elements of a story or drama
- explain the figurative and connotative meanings of words and phrases used in the text
- Analyze the way specific words and phrases used in the text impact meaning and tone
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure
- author’s choices contribute to its overall structure and meaning of a text
- analyze how an author’s structural choices contribute to its overall meaning and aesthetic impact
- authors use multiple literary elements to establish their point of view
- analyze point of view

SUGGESTED ACTIVITIES	
<p><i>Students will...</i></p> <ul style="list-style-type: none"> - Read <i>Hamlet</i> by William Shakespeare - Watch multiple artistic interpretations of <i>Hamlet</i> by a variety of film and theater directors - Craft their own artistic interpretation of a portion of <i>Hamlet</i> - Watch <i>1917</i> or <i>Saving Private Ryan</i> - Read portions of Tim O’Brien’s <i>The Things They Carried</i> - Read and respond to a variety of associated articles and clips 	
EVIDENCE OF LEARNING	
<p>Formative Assessments: Entrance Ticket Exit Ticket On Demand Written Responses Nearpod Collaborate board</p>	<p>Summative Assessment: Varied Written Character Analysis Essays Written Reflections on Wide Varieties of Artistic Interpretations Test on various Shakespeare terms, vocabulary, etc.</p> <ul style="list-style-type: none"> - Create Artistic Interpretation of <i>Hamlet</i> - Comparison/Contrast Essay re: the depiction of war in film and literature (i.e., <i>Saving Private Ryan</i> v. <i>The Things They Carried</i>) - Own “Things You Carry” Essay or Poem
<p>Benchmark Assessment: CommonLit Benchmarks</p>	<p>Alternative Assessments: Choice Boards Alternative media response (video, radio, etc.)</p>
INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)	
<p>Swank DVDs Which films will you use?</p> <ul style="list-style-type: none"> - <i>Hamlet</i> featuring Benedict Cumberbatch (filmed stage production) - <i>Hamlet</i>, featuring and directed by Kenneth Branagh - <i>Hamlet</i>, featuring Ethan Hawke - <i>Hamlet</i>, featuring Andrew Scott (filmed stage production) - <i>Hamlet</i>, featuring Paapa Essiedu (filmed stage production) - <i>Hamlet</i>, featuring Ian McKellen (if available - to be staged 2021 in England) - <i>1917</i> - <i>Saving Private Ryan</i>, dir. - Variety of other Shakespeare interpretive clips, i.e., <i>Macbeth</i> - Variety of war-classified film clips, i.e., <i>Atonement</i>, <i>13 Hours</i>, <i>American Sniper</i>, <i>Jojo Rabbit</i>, <i>Flags of Our Fathers</i>, <i>The Pianist</i>, <i>The Hurt Locker</i>, etc. 	

Books or websites-

- Elementsofcinema.com
- StudioBinder.com
- NoFilmSchool.com
- *NewYorkTimes.com* or *The New York Times*
- *WashingtonPost.com* or *The Washington Post*
- others

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

See Appendix A

UNIT 4

Unit 4: Film and Truth: Film as Voice of Belief and Revelation

UNIT SUMMARY

In this unit, students will be viewing documentaries and reading informational texts and articles about historical events. They will analyze how the films and articles are a “necessary voice of truth” and how the voice is also biased depending on perspectives and points of view of the author or director. Students will perform research on historical events and write an explanatory essay and create their own documentary about the information they gathered during their research.

STANDARDS

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

INTERDISCIPLINARY CONNECTIONS

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society’s economy, politics, and culture.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CAREER READINESS, LIFE LITERACIES, and KEY SKILLS

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).

ENDURING UNDERSTANDINGS

- We can learn about historical perspectives and events by reading literature and viewing films about those events
- Documentarians have a message they want to share
- Each film we watch or text we read is crafted from the unique perspective of the writer.
- It is important to view multiple films and read multiple texts of an event in order to understand them more deeply

ESSENTIAL QUESTIONS

- How does a documentary share an “essential truth”?
- Is there such a thing as an unbiased author or filmmaker?
- Why is it important to view events from multiple perspectives?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

Students are learning to/that...

- analyze complex ideas within informational text
- evaluate the effectiveness of a text or film’s structure
- describe reasoning in works of public advocacy
- certain historical and literary documents are significant for their themes and purpose
- evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric
- initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues

- build on others’ ideas and express our ideas clearly and persuasively
- read and research material to prepare for discussions
- explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas
- collaborate with peers to promote civil, democratic discussions and decision-making
- synthesize comments, claims, and evidence made on all sides of an issue
- determine what additional information or research is required to deepen the investigation or complete the task
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- introduce a topic; organize ideas, concepts, and information to build to create a unified whole
- effectively include formatting, graphics and multimedia to aid comprehension
- develop topic with the most significant and relevant facts
- apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style

SUGGESTED ACTIVITIES

Students will...

- Watch wide variety of documentaries on various subjects
- Choose research and analysis project based on a given documentary
- Research, write, and present findings on associated project content
- Create own filmed documentary as offering of project research process
- Have graded class discussions on above concepts, especially in terms of thesis formulation, directorial intent, bias within content, validity of content, etc.
- Read and respond to a variety of associated articles and clips
- Possible films include *Blackfish* or *Supersize Me*, along with popular crime shows and others to show depiction of reality vs. truth
- Discuss value of American Mythology perpetuated through film and the hero’s journey, particularly by watching and analyzing Lucas’s *Star Wars: Episode IV: A New Hope* and the spaghetti Western starring Clint Eastwood *The Good, the Bad, and the Ugly* as well as *The Lord of the Rings: The Fellowship of the Ring*, dir. Peter Jackson and *The Wizard of Oz* (1938)
- Analyze American and international valuation of story and voice via *Goodwill Hunting*, *Parasite* (dir. Hoo), *Juno* (dir. Bateman), *The Dark Knight* (dir. Nolan), and *Schindler’s List* (dir. Spielberg)

EVIDENCE OF LEARNING

Formative Assessments:

Entrance Ticket
Exit Ticket
On Demand Written Responses
Nearpod Collaborate board

Summative Assessment:

Graded Group Discussions
Literary Analysis Essay
Research Paper
Final Project Presentation

Benchmark Assessment:

Alternative Assessments:

CommonLit Benchmarks	Choice Boards Alternative media response (video, radio, etc.)
INSTRUCTIONAL RESOURCES (Including Core Instructional Resources, Leveled Texts, and Supplemental Resources)	
<p>Swank Which films will you use?</p> <ul style="list-style-type: none"> - <i>Blackfish</i> - <i>Supersize Me</i> - <i>Million Dollar Baby</i> - <i>The Good, the Bad, and the Ugly</i> - <i>Star Wars: Episode IV: A New Hope</i>, dir. George Lucas - <i>Good Will Hunting</i> - <i>The Wizard of Oz</i> - <i>Parasite</i> - <i>The Lord of the Rings: The Fellowship of the Ring</i>, dir. Peter Jackson - <i>Juno</i>, dir. Jason Bateman - <i>The Dark Knight</i>, dir. Christopher Nolan - <i>Schindler's List</i> <p>Books or websites</p> <ul style="list-style-type: none"> - Elementsofcinema.com - StudioBinder.com - NoFilmSchool.com - NewYorkTimes.com or <i>The New York Times</i> - WashingtonPost.com or <i>The Washington Post</i> - Scriptmag.com - Nofilmschool.com - NewYorkTimes.com or <i>The New York Times</i> - TheWritePractice.com - How To Speak Movie - Youtube.com - Guides.library.cornell.edu - Owl.purdue.edu - now.Tufts.edu 	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
See Appendix A	

Appendix A

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork

Extended time as needed
Provide graphic organizers and study guides

Multilingual Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with an English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers