

Conceptual Curriculum Map

Content Area: Language Arts
Grade Level/Course: 9-12 Film as Literature

<p align="center"><u>Unit 1: How to 'Read' a Film</u></p> <p align="center">Reading Focus:</p> <p align="center">TBD</p> <p align="center">Writing Focus:</p> <p align="center">TBD</p> <p align="center">Timeframe: 3 weeks</p>	<p align="center">Unit 2:</p> <p align="center">Reading Focus:</p> <p align="center">TBD</p> <p align="center">Writing Focus:</p> <p align="center">TBD</p> <p align="center">Timeframe: 5 weeks</p>	<p align="center">(Link Curriculum Document and Learning Plan)</p> <p align="center">Reading Focus:</p> <p align="center">Writing Focus:</p> <p align="center">Timeframe: 6 weeks</p>	<p align="center">(Link Curriculum Document and Learning Plan)</p> <p align="center">Reading Focus:</p> <p align="center">Writing Focus:</p> <p align="center">Timeframe: 3 weeks</p>	<p align="center">(Link Curriculum Document and Learning Plan)</p> <p align="center">Reading Focus :</p> <p align="center">Writing Focus:</p> <p align="center">Timeframe: weeks</p>
<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <p>ELA Transfer Goal 1: Communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.</p> <p>ELA Transfer Goal 3: Critically consume and produce text and other media, recognizing, understanding, representing, and appreciating multiple perspectives and cultures.</p>	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <p>ELA Transfer Goal 2: Students will be able to independently use their learning to communicate effectively and coherently in written and oral form, addressing the task, purpose, perspective, and intended audience.</p>	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p>	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p>	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p>
<p align="center">Conceptual Overview:</p> <p>In this initial unit, students are introduced to the course and its purpose. Key elements such as the evolution of film, the standard conventions in filmography, and expectations around dialogue are the focus.</p>	<p align="center">Conceptual Overview:</p> <p>Students will examine society and its various conflicts through the lens of film storytelling. Marginalized or nuanced stories are presented to audiences to incite change and dialogue surrounding these stories. Film offers mass exposure in ways that other artistic mediums may limit.</p>	<p align="center">Conceptual Overview:</p>	<p align="center">Conceptual Overview:</p>	<p align="center">Conceptual Overview:</p>
<p align="center">Rationale:</p> <p>.In order for students to deeply study the choices that inform a film’s genesis, they must understand how film and technique have evolved over time. Using content-specific language, students drive discussion of initial films to prepare for more intensive and specific film studies that come later in the course.</p>	<p align="center">Rationale:</p> <p>Now that students have a way to formally assess and discuss a film’s craft, they can move forward in the impact and purpose of serious films. While films undoubtedly offer entertainment, many films also present stories and perspectives that challenge or comment on societal challenges and norms. Students will see a series of films and build upon their discussion techniques to not only assess the quality of the film but also the impact of its message.</p>	<p align="center">Rationale:</p>	<p align="center">Rationale:</p>	<p align="center">Rationale:</p>

<p>Global Competencies Focus Standards: GC Collaboration Transfer Goal: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.</p>	<p>Global Competencies Focus Standards: GC CT Transfer Goal 2: ...Read critically, comprehend, analyze, synthesize, and evaluate a range of increasingly complex literary and informational texts/media for various purposes.</p>	<p>Global Competencies Focus Standards:</p>	<p>Global Competencies Focus Standards:</p>	<p>Global Competencies Focus Standards:</p>
<p>Priority Standards: Reading: R.L./I. 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Priority Standards:Reading: RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p>	<p>Priority Standards:Reading:</p>	<p>Priority Standards:Reading:</p>	<p>Priority Standards:Reading</p>
<p>Priority Standard: Writing W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Priority Standard: Writing W. 11-12.2- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content. W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experience or events. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<p>Priority Standard: Writing</p>	<p>Priority Standard: Writing</p>	<p>Priority Standard: Writing</p>

	task, purpose, and audience			
<p>Priority Standard:Speaking and Listening</p> <p>SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>Priority Standard:Speaking and Listening</p> <p>SL.11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Priority Standard:Speaking and Listening</p>	<p>Priority Standard:Speaking and Listening</p>	<p>Priority Standard:Speaking and Listening</p>
<p>Priority Standard: Language</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Priority Standard: Language</p> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Priority Standard: Language</p>	<p>Priority Standard: Language</p>	<p>Priority Standard: Language</p>
<p>Supporting Standards:</p>	<p>Supporting Standards:</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Supporting Standards:</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>SL.11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Supporting Standards:</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Supporting Standards:</p>

<u>Standards that go across all units of study</u>				

R.L./I. 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.11-12.1.B: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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