

Literature in Film (CAPP)

Curriculum/Content Area: English	Course Length: 9 weeks
Course Title: Literature in Film (CAPP)	Date last reviewed: January 2019
Prerequisites: English 10/English 10 Honors	Board approval date: March 19th, 2019
Primary Resource: <i>Reading in the Dark: Using Film as a Tool in the English Classroom</i> by John Golden. NCTE 2001	

Desired Results

Course description and purpose: Students gain appreciation and understanding of literature through examining and analyzing film. Literature in Film is designed to fuse the study of literary texts and film techniques. The course will help students develop analytical skills; it will also provide creative outlets for students to express their interpretations and insights. As an integral part of the course, students complete argumentative, analytical, comparative, and creative writings.

Enduring Understandings:	Essential Questions:
<ol style="list-style-type: none"> 1. Storytelling--in film and print forms--helps us both question and further understand the human condition. 2. Recognition of common storytelling elements present in both literature and film assist readers to fully understand the work as a whole. 3. Students will develop the ability to evaluate the cinematic aspects of film as a visual literary genre. 4. Students will analyze the choices available when interpreting a written story as a visual medium. 5. A knowledge of literary and film terminology is essential to critique films. 	<ol style="list-style-type: none"> 1. How does film reflect the universal themes of literature and the human condition? 2. How is the study of film different from and similar to other storytelling genres? 3. How does a director communicate their unique interpretation of literature to an audience? 4. How do I effectively communicate informed criticism of literature and film?

Priority Standards

Wisconsin Standards for English Language Arts

- WI.ELA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- WI.ELA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.
- WI.ELA.R.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- WI.ELA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)
- WI.ELA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- WI.ELA.SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- WI.ELA.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grade 11-12 Priority Standards

Wisconsin Standards for English Language Arts

- WI.ELA.R.1.11-12:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- WI.ELA.R.2.1-12:** 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.
- WI.ELA.R.4.11-12:** 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. (Include Shakespeare as well as other authors.)
- WI.ELA.W.4.11-12:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WI.ELA.SL.1.11-12:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; 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.

- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. 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.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

WI.ELA.SL.4.11-12: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

WI.ELA.L.1.11-12: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed

Unit Title: The Language of Film

Essential Questions

- A. How is the study of film different from and similar to other storytelling genres?
- B. How does a director communicate their unique interpretation of literature to an audience?
- C. How do I effectively communicate informed criticism of literature and film?

Standards:

Priority Standards

WI.ELA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

WI.ELA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.

WI.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)

WI.ELA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

WI.ELA.SL.4: Present information, findings, and supporting evidence such that listeners can

follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Learning Targets:

- I can cite the strongest pieces of textual evidence throughout the text to analyze the content and any ambiguities. (R.11-12.1)
- I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (R.9-10.1) (R.11-12.1)
- I can cite evidence to support inferences when the text leaves matters uncertain.
- I can provide an objective summary of the text (with increasingly complex text). (R.11-12.2)
- I can introduce and establish the significance of claims, acknowledge counterclaims, and provide a concluding statement, all while creating an organization that logically sequences claims, counterclaims, reasons, and evidence. (W.11-12.4)
- I can introduce a topic; organize complex ideas, concepts, an information so that each new element builds on that which precedes it to create a unified whole; and provide a concluding statement, all while using appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.4)
- I can prepare for a discussion on grades 11-12 topics by having read and researched along with preparing notes, questions and evidence in anticipation of meaningful contributions to the group (SL.11-12.1)
- I can contribute to a formal discussion, staying focused in order to set, reflect upon, and when needed able to come to an informal consensus. (SL.11-12.1)
- I can move the discussion forward by contributing my ideas, synthesizing and respectfully responding to the full range of positions of others to ensure that diverse perspective are valued. (SL.11-12.1)
- I can present rehearsed information that includes other's distinct perspectives (alternative and opposing) in an organized manner that is clear to the audience, purpose, and task using formal demeanor, eye contact, volume, and clear pronunciation (SL.11-12.4)

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

- 8 Shot Film Presentation w/ Rationale & Reflection
- Film First 5 Presentation (presented throughout term)
- "Dig" Analysis

Other Assessment Options

May include, but are not limited to the following:

- "One Shot" Analysis
- Quiz on Film Terms
- Presentations on Elements of Film
- Application of Film Terms to Film Clips

Digital Tools & Supplementary Resources:

- “Dig” short film
- “One Shot” short film
- Assorted clips from films to illustrate elements (Google slides)
- “How to Watch a Movie” article
- “Cinematic and Theatrical Elements of Film” by Golden

Unit Title: Short Story Adaptation

Essential Questions

- A. How does film reflect the universal themes of literature and the human condition?
- B. How is the study of film different from and similar to other storytelling genres?
- C. How does a director communicate their unique interpretation of literature to an audience?
- D. How do I effectively communicate informed criticism of literature and film?

Standards

Priority Standards

- WI.ELA.R.1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- WI.ELA.R.2:** Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.
- WI.ELA.R.4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- WI.ELA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)
- WI.ELA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- WI.ELA.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Targets

- I can cite the strongest pieces of textual evidence throughout the text to analyze the content and any ambiguities. (R.11-12.1)
- I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (R.9-10.1) (R.11-12.1)

- I can cite evidence to support inferences when the text leaves matters uncertain.
- I can provide an objective summary of the text (with increasingly complex text). (R.11-12.2)
- I can analyze the cumulative impact of figurative and connotative language along with sound devices on meaning and tone within an increasingly complex text (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (R.11-12.4)
- I can introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; and provide a concluding statement, all while using appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.4)
- I can engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. (W.11-12.4)
- I can create a smooth progression of experiences or events. (W.11-12.4)
- I can use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. (W.11-12.4)
- I can provide a conclusion that follows form and reflects on what is experienced, observed, or resolved over the course of the narrative (W.11-12.4)
- I can prepare for a discussion on grades 11-12 topics by having read and researched along with preparing notes, questions and evidence in anticipation of meaningful contributions to the group (SL.11-12.1)
- I can contribute to a formal discussion, staying focused in order to set, reflect upon, and when needed able to come to an informal consensus. (SL.11-12.1)
- I can move the discussion forward by contributing my ideas, synthesizing and respectfully responding to the full range of positions of others to ensure that diverse perspectives are valued. (SL.11-12.1)
- I can present rehearsed information that includes other's distinct perspectives (alternative and opposing) in an organized manner that is clear to the audience, purpose, and task using formal demeanor, eye contact, volume, and clear pronunciation (SL.11-12.4)

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

- Title Sequence Project
 - Short Story analysis w/evaluation of existing title sequence adaptation
 - Short Story analysis with original storyboard of title sequence and rationale

Other Assessment Options

May include, but are not limited to the following:

- Review elements of literature
- "New Boy" analysis and storyboard

<ul style="list-style-type: none"> ○ Short story analysis with creation of original title sequence & rationale 	
Digital Tools & Supplementary Resources	
<ul style="list-style-type: none"> ● “New Boy” text and short film ● Classic short story from teacher’s list of options ● <i>The Art of the Title</i> database ● “AP English Essential Elements of Fiction Analysis” 	

Unit Title: Long Format Adaptation
<p>Essential Questions</p> <ul style="list-style-type: none"> A. How does film reflect the universal themes of literature and the human condition? B. How is the study of film different from and similar to other storytelling genres? C. How does a director communicate their unique interpretation of literature to an audience? D. How do I effectively communicate informed criticism of literature and film?
Standards
<p>Priority Standards</p> <p>WI.ELA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>WI.ELA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.</p> <p>WI.ELA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>WI.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)</p> <p>WI.ELA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>WI.ELA.SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>WI.ELA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
Learning Targets

- I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (R.9-10.1) (R.11-12.1)
- I can cite evidence to support inferences when the text leaves matters uncertain.
- I can determine and analyze the development of two or more themes or central ideas, how they build on another, and when they emerge over the course of a text (with increasingly complex text). (R.11-12.2)
- I can analyze the cumulative impact of figurative and connotative language along with sound devices on meaning and tone within an increasingly complex text (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).(R.11-12.4)
- I can develop claims and counterclaims fairly and thoroughly using the most relevant evidence to identify strengths and limitations of all sides in a way that anticipates audience knowledge level, concerns, values, and possible biases (when relevant to essay type). (W.11-12.4)
- I can introduce a topic; organize complex ideas, concepts, an information so that each new element builds on that which precedes it to create a unified whole; and provide a concluding statement, all while using appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.4)
- I can contribute to a formal discussion, staying focused in order to set, reflect upon, and when needed able to come to an informal consensus. (SL.11-12.1)
- I can present rehearsed information that includes other's distinct perspectives (alternative and opposing) in an organized manner that is clear to the audience, purpose, and task using formal demeanor, eye contact, volume, and clear pronunciation (SL.11-12.4)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

- Shot List w/corresponding close text analysis presentation & essay
- Scene Analysis with script annotations of film elements and analysis essay

Other assessment options

May include, but are not limited to the following:

- Reading assessments
- Film Review

Digital Tools & Supplementary Resources

- *Rita Hayworth and the Shawshank Redemption* by King
- *The Body* by King
- *The Curious Case of Benjamin Button* by Fitzgerald
- *The Minority Report* by Dick
- *Streetcar Named Desire* by Williams
- *One Flew Over the Cuckoo's Nest* by Kesey

Unit Title: Recognizing Quality & Style

Essential Questions

- A. How does film reflect the universal themes of literature and the human condition?
- B. How does a director communicate their unique interpretation of literature to an audience?
- C. How do I effectively communicate informed criticism of literature and film?

Standards

Priority Standards

WI.ELA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

WI.ELA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the ideas and key supporting details.

WI.ELA.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3)

WI.ELA.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Targets:

- I can cite the strongest pieces of textual evidence throughout the text to analyze the content and any ambiguities. (R.11-12.1)
- I can make inferences from increasingly complex text by citing the strongest pieces of textual evidence throughout the text that best support my analysis, making sure to acknowledge the source of each citation. (R.9-10.1) (R.11-12.1)
- I can cite evidence to support inferences when the text leaves matters uncertain.
- I can determine and analyze the development of two or more themes or central ideas, how they build on another, and when they emerge over the course of a text (with increasingly complex text). (R.11-12.2)
- I can provide an objective summary of the text (with increasingly complex text). (R.11-12.2)
- I can introduce and establish the significance of claims, acknowledge counterclaims, and provide a concluding statement, all while creating an organization that logically sequences claims, counterclaims, reasons, and evidence. (W.11-12.4)
- I can develop claims and counterclaims fairly and thoroughly using the most relevant evidence to identify strengths and limitations of all sides in a way that anticipates audience knowledge level, concerns, values, and possible biases (when relevant to essay type). (W.11-12.4)
- I can introduce a topic; organize complex ideas, concepts, an information so that each

new element builds on that which precedes it to create a unified whole; and provide a concluding statement, all while using appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.4)

Assessment Evidence:

Performance Assessment Options

May include, but are not limited to the following:

- Culminating On Demand Essay/Film Analysis

Other assessment options

May include, but are not limited to the following:

- Auteur presentations
- Screening Notes

Digital Tools & Supplementary Resources:

- *Psycho*
- *Rear Window*
- *Hitchcock* biopic
- Selected excerpts from “Alfred Hitchcock Presents”
- Auteurship reading