

Film Analysis and Criticism

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	Film Analysis and Criticism
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	Students will closely view films with a critical eye and an analytical mind. Students develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to strengthen this visual literacy, students learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students are introduced to elements of film analysis, a brief overview of film history, and the essentials of film theory. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● What is cinematic invisibility and how does it impact the understanding of a film? ● Who is responsible for the authorship of a film? How does that impact a film’s messaging? ● What do the implicit messages of a film say about the culture that crafted it? ● How does a filmmaker’s choices (about composition, visual and sound effects, design, and editing) communicate information about characters and themes? ● Why should a filmmaker’s intent be considered in any formal analysis of a shot, scene, or film? ● How can understanding and applying the principles of formal analysis prepare students to actively look at movies rather than passively? ● How do we evaluate and reflect on film as an art form? ● Why are films important? ● What makes a good film?
Course Enduring	<ul style="list-style-type: none"> ● Films are complex works of art that do more than simply entertain, so critical viewers must learn to

Understandings:	<p>control the visual and audio information presented on screen.</p> <ul style="list-style-type: none"> • Auteurs become authors of a film by bringing their perceptions to bear on the script and production. • Films are artifacts of culture which convey the issues, customs and ideologies of the time period in which they were created. • By exploring and understanding the technical and artistic aspects of film through formal analysis, students will think critically about the formal elements of film and how they shape the viewer's experience. • By understanding and applying the principles of formal analysis, students will become active, rather than passive, viewers and participants in the cinematic experience. • Students will understand the tools of visual storytelling used in filmmaking, including cinematography, editing, sound, and production design, and how each of these work seamlessly and invisibly together as a singular and cohesive narrative experience. • Films are more than mere entertainment; they are a powerful form of storytelling and a significant medium for artistic expression. • Film reflects and influences culture. • A good film relies not only on storytelling but also on the skillful use of formal and technical elements and techniques.
Duration: Credit:	1 semester .5 credit
Course Materials/Resources:	Core Texts: Looking at Movies An Introduction to Film by Dave Monahan and Richard Barsam SWANK - a district-approved resource for film access Student-selected films by genre or director
FPS Course Academic Expectation(s):	Creating and Constructing Conveying Ideas
Year at a Glance (Units):	<ul style="list-style-type: none"> • The Portfolio Unit • Unit 1: Film Foundations: Cinematic Invisibility, Authorship, and Culture

- Unit 2: “Rules of Engagement” Formal Analysis and Criticism
- Unit 3: “Always a Critic”

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Units

Unit Number and Title:	Unit: The Portfolio
Duration:	Whole Year One Semester
Resource(s):	English Portfolio Directions
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Learning Goals	
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text</p>

complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c 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 (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 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, and audiences.

Language:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.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.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to

	<p>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
<p>Learning Goals:</p>	<p>Content: Students will know...</p>	<p>Skills: Students will be able to...</p>

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and

		<p>add variety and interest to writing or presentations.</p> <ul style="list-style-type: none">• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.• Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.• Use a colon to introduce a list or quotation.• 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.
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Unit Number and Title:	Unit 1: Film Foundations: Cinematic Invisibility, Authorship, and Culture
Duration:	5-8 weeks
Resource(s):	<p>The following books are core texts to which all teachers have access and which are best aligned with this unit: and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> • <i>Looking at Movies An Introduction to Film</i> Textbook • Teacher-selected supplemental resources (videos and texts)
Unit Overview:	<p>During this introductory unit, students will build a foundation for film study. Students will learn to go beyond the stories films tell and begin to understand how these stories are told. By understanding how film functions as text – that directors serve as auteurs, and audiences assume the role of active participants – students will gain essential understandings and approaches to interpreting film. Students will also engage with the idea that films are artifacts of culture. As such, they can be studied and evaluated from multiple perspectives and academic lenses.</p> <p>Students will continue to refine their ability to cite textual evidence to support their analysis, particularly of film. In this analysis, they will consider all aspects of a film’s creation and delivery. Students will capture their analyses of various films in both writing and formal class discussion.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Learning Goals	
Standard(s):	Reading

	<p>RL.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, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices 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).</p> <p>RL.11-12.4 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.</p> <p>RL.11-12.5 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.</p> <p>Writing</p> <p>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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 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.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What is cinematic invisibility and how does it impact the understanding of a film? ● Who is responsible for the authorship of a film? How does that impact a film’s messaging? ● What do the implicit messages of a film say about the culture that crafted it?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Films are complex works of art that do more than simply entertain, so critical viewers must learn to control the visual and audio information presented on screen. ● Auteurs become authors of a film by bringing their perceptions to bear on the script and production. ● Films are artifacts of culture which convey the issues, customs and ideologies of the time period in which they were created.

Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Auteur Criticism Theory ● Passive vs Active film-viewing ● Film characteristics and techniques ● Implicit and explicit meaning in film ● Cinematic language. ● Three-act structure ● Form vs content ● Artifacts of culture 	<ul style="list-style-type: none"> ● Conduct research about films ● Activate prior knowledge about film and their perceptions of “movies” ● Recognize their own assumptions and question their own thinking. ● Identify the fictional and dramatic elements within a film. ● Practice film-reading strategies that highlight viewers as participants in the study of film. ● Demonstrate knowledge of appropriate sources of auteur criticism. ● Access and evaluate relevant sources of film analysis, including scholarly sources, film reviews, and interviews with filmmakers.
Writing	<ul style="list-style-type: none"> ● Structure and organization of a formal film analysis ● Interpretations of a film ● Informative and explanatory text structure and characteristics 	<ul style="list-style-type: none"> ● Demonstrate knowledge of the structure and organization of a formal analysis of a film. ● Articulate insights and interpretations of films through written communication. ● Write informative or explanatory texts

Speaking and Listening	<ul style="list-style-type: none"> ● Question Formulation Technique ● Techniques for how to view a film actively and critically ● Discussion skills ● Collaboration skills 	<ul style="list-style-type: none"> ● Shape and explore questions about filmmaking, its historical context, and the responses of critics and scholars ● View films actively and think about them critically ● Cultivate collaborative skills by participating in group discussions, film screenings, analysis activities, and film production tasks, all designed to develop the ability to engage in constructive dialogue and discussion with peers. ● Articulate insights and interpretations of films through oral communication.
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Unit Number and Title:	Unit 2: “Rules of Engagement” Formal Analysis and Criticism
Duration:	8-10 weeks
Resource(s):	<p>The following books are core texts to which all teachers have access and which are best aligned with this unit: and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> • <i>Looking at Movies An Introduction to Film</i> (Textbook and textbook videos)
Unit Overview:	<p>Students will learn and understand how form informs and shapes our understanding of a story through film. In addition, students will learn the difference between formal analysis and other types of film analysis. Through formal analysis, students will deconstruct the synthesis of composition, cinematography, editing, sound, and other cinematic elements and the roles directors, cinematographers, editors, screenwriters, actors, editors, sound designers, and art directors play in realizing the film's intent and vision.</p> <p>Students will build upon formal analysis to enhance their evaluation of and reflection on film as art. To that end, they will dive deeper into smaller details of a film as a main focus for their analyses. This includes language use, pacing, story structure, and character introduction. Students will craft arguments in support of their analyses in both writing and speaking to more specifically take and support a critical stance.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Learning Goals	
Standard(s):	Reading

	<p>RL.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, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.3 Analyze the impact of the author’s choices 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).</p> <p>RL.11-12.4 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.</p> <p>Writing</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>Speaking and Listening</p> <p>SL.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.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How does a filmmaker’s choices (about composition, visual and sound effects, design, and editing) communicate information about characters and themes? ● Why should a filmmaker’s intent be considered in any formal analysis of a shot, scene, or film? ● How can understanding and applying the principles of formal analysis prepare students to actively look at movies rather than passively?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● By exploring and understanding the technical and artistic aspects of film through formal analysis, students will think critically about the formal elements of film and how they shape the viewer's experience. ● By understanding and applying the principles of formal analysis, students will become active, rather than passive, viewers and participants in the cinematic experience. ● Students will understand the tools of visual storytelling used in filmmaking, including cinematography, editing, sound, and production design, and how each of these work seamlessly

	and invisibly together as a singular and cohesive narrative experience.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Shot composition and framing used by filmmakers. ● Various shot types, including Close-Up Shot, Medium Shot, Point-of-View Shot (POV), Over-the-Shoulder Shot and Wide Shot (or Establishing Shot) among many others. ● Various camera angles, including low angles, high angles, eye-level angles, and Dutch tilts among many others. ● Various film edits, including cuts, fades, dissolves, crosscuts, match cuts among many others.. ● The fundamental elements of film form, including cinematography, mise-en-scène, editing, sound, and narrative structure ● Various perspectives, including technical, historical, cultural, and social. 	<ul style="list-style-type: none"> ● Analyze and interpret cinematic language used by films to convey meaning, such as shot composition, lighting, sound effects, and music. ● Develop an understanding of diverse film genres and styles, including their historical context and impact, cinematic conventions, and narrative structures. ● Critically examine the relationship between film form and meaning, identifying how formal choices contribute to thematic and character development as well as an overall narrative impact. ● Recognize, identify, and assess various shot types, camera angles, and film edits for their contribution to a film’s meaning. ● Identify and analyze various visual techniques used in films and articulate their effect and impact on the viewer’s experience. ● Analyze and interpret films from different technical, historical, cultural, and social perspectives.

Writing	<ul style="list-style-type: none"> ● Film terminology ● Supporting evidence ● Research skills ● Credibility of sources ● Informative or explanatory text structure and characteristics 	<ul style="list-style-type: none"> ● Use specific film terminology and supporting evidence to articulate analysis of a film ● Research and evaluate relevant sources of film analysis, including scholarly sources, film reviews, and interviews with filmmakers. ● Write informative or explanatory texts
Speaking and Listening	<ul style="list-style-type: none"> ● Discussion protocols and etiquette ● Film screening process ● Film production process 	<ul style="list-style-type: none"> ● Participate in group discussions, film screenings, analysis activities, and film production tasks

Unit Number and Title:	Unit 3: “Always a Critic”
Duration:	4 weeks
Resource(s):	<p>The following books are core texts to which all teachers have access and which are best aligned with this unit: and which are recommended choices for this unit:</p> <ul style="list-style-type: none"> • <i>Looking at Movies An Introduction to Film</i> (Textbook and textbook videos)
Unit Overview:	<p>Unit Three will focus on the evaluation and reflection of film as an art form and its impact and reach as a global medium that reflects a diverse range of cultural, societal, and historical values and beliefs.</p> <p>This unit continues the film analysis work started in unit 2. Students will build upon formal analysis to enhance their evaluation of and reflection on film as art. To that end, they will dive deeper into smaller details of a film as a main focus for their analyses. This includes language use, pacing, story structure, and character introduction. Students will craft arguments in support of their analyses in both writing and speaking to more specifically take and support a critical stance.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Learning Goals	
Standard(s):	<p>Reading</p> <p>RL.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, including determining where the text leaves matters uncertain.</p>

	<p>RL.11-12.3 Analyze the impact of the author’s choices 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).</p> <p>RL.11-12.4 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.</p> <p>RL.11-12.5 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.</p> <p>Writing</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>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.</p> <p>Speaking and Listening</p> <p>SL.11-12.1 - 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.</p> <p>CCSS.ELA-Literacy.SL.11-12.5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How do we evaluate and reflect on film as an art form? ● Why are films important? ● What makes a good film?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Films are more than mere entertainment; they are a powerful form of storytelling and a significant medium for artistic expression. ● Film reflects and influences culture. ● A good film relies not only on storytelling but also on the skillful use of formal and technical

	elements and techniques.	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> • The essential principles and theories of film criticism • Film genres and their conventions • Social and cultural contexts of films • The use of film as a means of social commentary • The technical elements of filmmaking, including cinematography, production design, sound design, and editing 	<ul style="list-style-type: none"> • Critically examine the relationship between film form and meaning, identifying how formal choices contribute to thematic and character development as well as an overall narrative impact • Deconstruct a film's formal elements, themes, motifs, and narrative structures • Evaluate the film's overall effectiveness in assembling these elements
Writing	<ul style="list-style-type: none"> • Evidence from films • Critiques of films • Film reviews • Social media discussions • Film industry reporting • Argument text structure and characteristics • Informative or explanatory text structure and characteristics 	<ul style="list-style-type: none"> • Articulate observations and interpretations using evidence from films in writing • Communicate interpretations and analyses of films through written critiques • Access, analyze, and evaluate published reviews, social media discussions, and film industry reporting, to shape and inform critical analysis • Write arguments • Write informative or explanatory pieces
Speaking and Listening	<ul style="list-style-type: none"> • The process for discussing and presenting films using observations and interpretations based on evidence from films • Active listening strategies 	<ul style="list-style-type: none"> • Articulate observations and interpretations using evidence from films in discussions and oral presentations • Communicate interpretations and analyses of films through discussion

	<ul style="list-style-type: none">• Discussion protocols and expectations• Thematic elements of film	<ul style="list-style-type: none">• Actively listen and engage in dialogue about various technical and thematic elements of films as a means to enhance critical sensibilities
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