

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## Film Studies

<b>Board Approval Date: January 20, 2022</b>	<b>Course Length: 2 Semesters</b>
<b>Grading: A-F</b>	<b>Credits: 5 Credits per Semester</b>
<b>Proposed Grade Level(s): 11, 12</b>	<b>Subject Area: English</b> <b>Elective Area (if applicable):</b>
<b>Prerequisite(s):</b> N/A	<b>Corequisite(s):</b> <b>Concurrent Enrollment in an English Class</b>
<b>CTE Sector/Pathway:</b>	
<b>Intent to Pursue ‘A-G’ College Prep Status: No</b>	
<b>A-G Course Identifier:</b>	
<b>Graduation Requirement: Yes</b>	
<b>Course Intent: Site Specific</b> <b>Program (if applicable):</b>	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the <b>Title IX Coordinator(s) and Equity Compliance Officer(s): Jim Huber, Ed. D., <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a> (grades K-12), 1965 Birkmont Drive, Rancho Cordova, CA 95742, 916-294-9000 ext.104625</b></p>	

### COURSE DESCRIPTION:

Students in this class will learn to critically read images and films. Although the average American views countless images and “moving images” for hours each day, most watch uncritically and passively, rarely analyzing how those images are created or how they communicate messages. This course will improve students’ visual literacy by learning to “read” films by analyzing narrative structures, literary elements, genre conventions, technical and artistic factors, purpose, and message. The emphasis will be on the techniques, both visual and literary, used by filmmakers to communicate stories and ideas. In addition, students will examine how film has become a primary medium for reflecting on and conveying the history

and conditions of society, as well as sometimes shaping its very attitudes and values. Because films are a compilation of technique, storytelling, art, ideas, and viewer interpretation, this is a discussion-based class that will ask students to look closer and question what they see and hear more deeply. Students will read, discuss, and write daily, and write film reviews. This course is intended to support students needing credit recovery at Alternative Education sites. The teacher of the course must have an English Credential.

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Literary Elements</b>	How are stories built?	*Discussion *Daily writing prompts *Literary analysis questions *Graphic organizers *Pixar Shorts	*Test *Film review writing assignment focusing on literary elements
<b>2. Genres</b>	How do the elements of stories change and remain the same through different genres?	*Discussion *Daily writing prompts *Lectures *Genre analysis questions *Compare/contrast	*Creating a film mini-unit including film choices, 3 analysis questions, and a set of notes that show genre conventions and can be used for all films in the unit
<b>3. Film Techniques</b>	How do visual and auditory elements create and narrate stories?	*Discussion *Daily wiring prompts *Scene analysis *Pixar Shorts film techniques analysis	*Film review focusing on film techniques
<b>4. Historical Fiction</b>	How do films shape our view of history?	*Discussion *Daily writing prompts *Analysis questions *Non-fiction articles (compare/contrast details)	*Research with compare/contrast between original event and film representation
<b>5. Social Issues</b>	How do films reflect social issues and concerns in their time and culture?	*Discussion *Daily writing prompts *Analysis questions *Connecting articles to films	*Argument essay *Presentation (slide deck) *Project
<b>6. Director's Message</b>	How can we understand the director's viewpoint and message?	*Discussion *Daily writing prompts *Analysis questions	*Argument essay *Presentation (slide deck)

			*Project
<b>7. Documentaries</b>	How can we understand the message and possible biases in documentaries?	*Discussion *Daily writing prompts *Analysis questions	*Test *Project (create your own documentary) *Writing assignment
<b>8. Hero's Journey</b>	How is the Hero's Journey represented in any genre?	*Discussion *Daily writing prompts *Analysis questions	*Expository writing
<b>9. Film vs. Novel</b>	Which did it better, the book or the film?	*Discussion *Daily writing prompts *Analysis questions	*Argument writing using compare/contrast (Presentation)
<b>10. Fairy Tales</b>	How have the original fairy tales evolved and been adapted?	*Discussion *Daily writing prompts *Analysis questions	*Project board showing variations of a fairy tale *Unit Test *Opinion Essay

## **ESSENTIAL STANDARDS:**

### Reading Standards

#### Key Ideas and Details

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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/archetypes are introduced and developed).

#### Craft and Structure

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

#### Integration of Knowledge and Ideas

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Literature)

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (NF Reading)

### Writing Standards

#### Text Types and Purposes\*

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

Write informative/explanatory texts to examine and convey complex ideas and information clearly and

accurately through the effective selection, organization, and analysis of content.

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 c. Use appropriate and varied transitions to link the major sections of the topic

#### Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Speaking and Listening Standards

##### Comprehension and Collaboration

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.

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.

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.

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.

##### Language Standards

##### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

#### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp> (grades 6-12, based on ELA standards)

#### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf> (ELD Standards in the framework)

#### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf> (starting on page 50)

**Link to Program Content Area Standards (if applicable):**

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
		<i>N/A</i>				

**Other Resource Materials**

Collections of original fairy tales, DVDs, class novel sets (ones we already have).

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

TBD (this will be based on which novels we already have that have film adaptations and it will vary year to year to stay current and to account for students who take the course more than once).