Literature and Film:

Grade Level: 11-12
Length: 1/2 Year
Period(s) Per Day: 1

ESSENTIAL UNDERSTANDING:

Literature and Film focuses on the various scholarly and technical elements of film, as well as those of literature. It is a study of film both as a visual medium, as well as a study of contemporary American popular culture. The general elements of film are introduced through representative examples from genre and general-interest films. Both classic and contemporary movies of various genres (spy thriller, musical, film noir, costume drama, literary adaptation, spaghetti western, horror, and science fiction) will be studied. The course provides an opportunity for viewing and evaluating significant American and international films in an educational setting.

P SEP

Course Objectives and Expectations:

1.) Critical film viewing (one film each week)

2.) Reading (screenplays and critical reviews)

3.) Class discussions

4.) Essay writing (one major essay per quarter, along with numerous movie reviews)

5.) Small group activities and presentations

Student Objectives:

Upon completion of Literature and Film, students will:

1.) Acquire the critical and technical vocabulary enabling them to describe and analyze, and formulate an argument about, literary productions.

2.) Assess how formal qualities of film productions determine the nature of the experience offered and affect the response of the audience.

3.) Evaluate the strengths and weaknesses of varying points of view.

4.) Identify the types of human behavior and the motivation that brings about behavior both in film and life.

5.) Generate new ideas, hypotheses, opinions, theories, questions...and develop strategies for seeking and synthesizing information to support an argument

6.) View film with critical comprehension and analysis.

7.) Write and understand expository and persuasive paragraphs and critical reviews responding to various aspects of film.

8.) Maintain high standards in written work: syntax, usage, mechanics, and spelling.

Pacing Guide:

Rough course outline:

Weeks 1-2

1. Introduction to Cinematography
2. Genre study: Action/Adventure Films

Weeks 3-4

1. Introduction to Mis-en-scene
2. Genre study: Melodrama

Weeks 5-6

1. Introduction to diegetic and non-diegetic sound
2. Genre study: Bio-pictures

Weeks 7-8

1. Introduction to narration
2. Genre study: Classical Horror

Weeks 9-10

1. Introduction to social condition
2. Genre study: Classical Drama

Weeks 11-12

1. Introduction to characterization
2. Genre study: Contemporary Comedy

Weeks 13-14

1. Introduction to motif
2. Genre study: Spaghetti Westerns

Weeks 15-16

1. Introduction to emotional connection
2. Genre study: Romantic Comedy

Weeks 17-18

1. Introduction to intended audience
2. Genre study: Animation

Montana Content Standards

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.

SL.11-12.1.a 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.

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.

SL.11-12.1.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.

SL.11-12.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture; 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.

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.

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

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.11-12.6 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.11-12.7 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.11-12.8 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.

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.

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.

Resources

The Hunt for Red October
Pure Country
French Kiss
Finding Neverland
Them!
Three O'clock High
Casablanca
Dr. Strangelove
Psycho
The Karate Kid
Plan 9 from Outer Space
Close Encounters of the Third Kind
Citizen Kane
Monty Python and the Holy Grail
Freaks
The Good, the Bad, and the Ugly
The Lion King
Female
Silverado
The Graduate
Invictus
Harold and Maude
Weekend at Bernie's
King Kong
Titanic
2001: A Space Odyssey
Top Gun
Planet of the Apes
The Creature from the Black Lagoon
Ferris Bueller's Day Off
Citizen Kane
The Seven Year Itch
Kindergarten Cop
Vertigo
Ghostbusters

Turner and Hooch
The Last of the Mohicans
A Fistful of Dollars
Quigley Down Under
The Outlaw Josey Wales
Sunset Boulevard
Hang 'em High
The Sand Lot
License to Drive
Lean on Me
The Cutting Edge
O Brother, Where Art Thou?
Sully
The Goonies
Toy Story
Brian's Song
A Christmas Story
Young Frankenstein
Grease
Dead Poets Society
A River Runs Through It
We are Marshall
October Sky
Gattica
Dirty Rotten Scoundrels
The Princess Bride
Selma
African Screams