DE Literature in Film Curriculum

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ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 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.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 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.					
			SL4 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.		

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
				L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT					
HS Grade Level Priority Standards	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X			
R4 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.	X	X	X		
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	X	X			
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X	X
SL1 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.				X	
SL4 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.				X	
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X	X	X

Course Information

DE Literature in Film	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
English	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	2019
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
English 9, English 10	August 2024

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

Students gain appreciation and understanding of literary works through examining and analyzing film adaptations. Students may opt to take this course for dual enrollment credit.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS… **READING:** Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline. **WRITING:** Make strategic choices routinely for a range of authentic tasks, purposes, and audiences over extended and shorter time frames.	Unit 1: Cinematic Techniques • How is the study of film different from and similar to other storytelling genres? • How do prominent techniques of cinematic storytelling develop an intended effect or communicate a theme? Unit 2: Adaptation from Literature to Film

SPEAKING: Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. **LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say. **LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals *(when composing, creating, and speaking)*, and to comprehend more fully *(when reading and listening)*. **CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' *(possibly opposing)* arguments.	• How does film reflect the universal themes of literature and the human condition? • How is the study of film different from and similar to other storytelling genres? • How does a director communicate their unique interpretation of literature to an audience? • How does the use of cinematic techniques extend or limit literary devices and literary technique? Unit 3: Film Review • How do I effectively communicate informed criticism of literature and film? • How does film critique affect audience interpretation? Unit 4: Create an Original Film • How is the study of film different from and similar to other storytelling genres? • How can cinematic techniques and literary devices be used to communicate an original story? Unit 5: Auteur Theory • How does a director communicate their unique interpretation of literature to an audience?

PRIORITY STANDARDS

READING

R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 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. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING

W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. (6-12)

SPEAKING AND LISTENING
SL1 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. (K-12)

SL4 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. (3-12)

LANGUAGE
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Cinematic Techniques

In this unit, students will learn terms specific to filmmaking, recognize filmmaking techniques in action: as they appear in specific scenes, films. Students will interpret cinematic techniques to analyze thematic and other ideas in film.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
• How is the study of film different from and similar to other storytelling genres? • How do prominent techniques of cinematic storytelling develop an intended effect or communicate a theme?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R4: Interpret words and phrases as	• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can develop questions for deeper understanding and further exploration of a text. (RI&RL) • I can determine the meaning of words and phrases,	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection **Performance Task Description:** ➔ Cinematic Technique Analysis (choice of essay, presentation, or voiceover video) ➔ Short Film Analysis On Demand

they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	including figurative and connotative meanings. ● I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. ● I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. ● I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). ● I can explain how an author's geographic location, identity, and culture affect perspective.	**Key Feedback & Assessment Strategies:** ● Modification: Graphic organizer, length and complexity of content and assessment ● Extension: Length and complexity of content and assessment
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	● I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. ● I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when	● I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

writing or speaking.		

PRIMARY RESOURCE *if applicable*
In this course, all class reads may include…

Reading in the Dark

Unit 2: Adaptation from Literature to Film

Students will read and analyze a literary work in terms of universal themes as preparation for conducting a compare/contrast with a film adaptation. Students will apply their understanding of how cinematic techniques extend or limit the literary elements from the original text.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
• How does film reflect the universal themes of literature and the human condition? • How is the study of film different from and similar to other storytelling genres? • How does a director communicate their unique interpretation of literature to an audience? • How does the use of cinematic techniques extend or limit literary devices and literary technique?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. R4 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.	• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can develop questions for deeper understanding and further exploration of a text. (RI&RL) • I can determine the meaning of words and phrases, including figurative and connotative meanings. • I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. • I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	**Success Criteria Rubrics** ➔ Rubrics (TBD) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ***Performance Task Description:*** ➔ *Literary Analysis/Comparison Analysis Essay* ➔ *Reading Comprehension/Analysis Test* ➔ *Discussion questions* ***Key Feedback & Assessment Strategies:*** *Modification: Graphic organizer, length*

R6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	• I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). • I can explain how an author's geographic location, identity, and culture affect perspective.	*and complexity of content and assessment* • *Extension: Length and complexity of content and assessment*
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking. • I can discern when and where it is appropriate to use standardized English. • I can identify ways in which usage and conventions vary and are contested.	

PRIMARY RESOURCE *if applicable*
In this course, all class reads may include…

Rita Hayworth and the Shawshank Redemption and *The Body*, Stephen King
One Flew Over the Cuckoo's Nest, Ken Kesey

Unit 3: Film Review

Students will analyze the components and use of film critique/review in order to compose an original film review.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">Choose one-two of these Essential Questions:
What do stories reveal about the human condition?
How are people transformed through their relationships with others?
Why do cultures and individuals create narratives of their experiences?
What turning points determine our individual pathways to adulthood?</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>WRITING Skills
W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td><td>I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.
I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts.
I can establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td><td rowspan="2">Success Criteria Rubrics
➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
Performance Task Description:
➔ Analysis of film reviews
➔ Compose an original film review

Key Feedback & Assessment Strategies:
Modification: Graphic organizer, length and complexity of content and assessment
Extension: Length and complexity of content and assessment</td></tr>
<tr><td>READING Skills
R4 Interpret words and phrases</td><td>I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire,</td></tr>
</table>

as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	sarcasm, irony, or understatement). • I can explain how an author's geographic location, identity, and culture affect perspective.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		

Unit 4: Create an Original Film

Students will brainstorm, storyboard, and develop their own original film that demonstrates an understanding of the purposes for various cinematic techniques.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*		
• How is the study of film different from and similar to other storytelling genres? • How can cinematic techniques and literary devices be used to communicate an original story?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
WRITING Skills		**Success Criteria Rubrics**

W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection **Performance Task Description:** ➔ Write (storyboard) and film an original film (no longer than 5 minutes), identifying and employing cinematic techniques **Key Feedback & Assessment Strategies:** • Modification: ○ Length of film ○ Amount of cinematic techniques ○ Content • Extension: ○ Length of film ○ Amount of cinematic techniques ○ Content
SPEAKING Skills SL1 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. SL4 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.	• I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. • I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. • I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. • I can propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives. • I can engage thoughtfully with 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 Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		

Unit 5 (Optional, or embedded in other units): Auteur Theory

Students will recognize how directors, like authors of written texts, possess a unique style within their films. Students will study the style of a particular director by analyzing how at least two of their films display similar themes/motifs, narrative elements, and cinematic techniques.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…* • How can auteur theory be applied to analyze a body of work? • How does a particular director's style influence the overall message of a work?		
Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. • I can establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • I can develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection **Performance Task Description:** ➔ Compare/Contrast Analysis (Essay) **Key Feedback & Assessment Strategies:** • Modifications: ○ Complexity of film/directors ○ Graphic Organizer • Extensions: Comparison of more than 2 directors and genres of film
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized English, and demonstrate	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		