

RUTHERFORD PUBLIC SCHOOLS

ENGLISH LANGUAGE ARTS

**FILM AND LITERATURE
CURRICULUM**

2016

**Approved by the Rutherford Board of Education
January 25, 2016**

**Revision to Remove CCSS and Replace with NJSL
Approved by the RBOE: November 14, 2016**

INTRODUCTION

This semester long class will focus on the connection between film and literature. Students will learn how to read a film in much the same way they have learned to read literature. They will examine how meanings are conveyed through the use of various film techniques. A correlation between specific pieces of literature and the films made from those pieces of literature will be explored. Students will examine how a director uses various techniques to communicate an author's worded images.

Interdisciplinary curriculum coordination is possible with other departments of the school. Throughout the year, students may use resources from these departments in order to complete various assignments.

Film and Literature is an elective. It does not fulfill the English graduation requirement.

NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLs may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

COURSE OUTLINE

Stories are an essential part of every human culture; they help us to make meaning and to understand ourselves, each other, and our place in the world. The means by which these stories are told – whether they are written, spoken, or acted on stage or screen – influences the way we approach and interpret them. Film, while it may be influenced by written work, should always be considered an entirely unique piece of art for the purposes of critique and analysis. This course explores the complex interplay between film and literature. Selected novels, short stories and plays are analyzed in relation to film versions of the same works in order to gain an understanding of the possibilities—and problems—involved in the transposition to film. We will also investigate films that do not have written work as their inspiration to discover the ways in which these stories work in terms of our understanding of the nature of literature and the role it plays in our lives.

In this class, students will:

- Enhance their ability to understand, appreciate, and discuss works of literature through extensive reading and discussion of short stories, novels and plays.
- Analyze works of fiction and drama for plot structure, setting, characterization, theme, and narrative point of view.

- Develop an understanding of critical analysis of film through careful examination of adaptations of literary texts, focusing on character development, dramatic structure, and performance.
- Learn and utilize the terminology of film analysis, both those terms shared with literary discussion (character, plot, theme, setting) and those specific to cinema (lighting, dialogue, special effects, etc.).
- Demonstrate an understanding of the possibilities and problems involved in the transposition of literature to film, applying terminology and critical skills acquired during the semester to analyze a cinematic adaptation of a text not discussed in class.
- Analyze film history and understand how technological advances have changed filmmaking.
- Prepare a research presentation on one specific film and its contributions to film history.

PROFICIENCY LEVELS

Film and Literature is designed for students in grades 10-12. No prerequisite is required.

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of evaluative techniques that include, but are not limited to, the following items:

- Peer, Teacher, and Self Evaluation
- Tests
- Quizzes
- Homework
- Classwork
- Class Participation
- Writing Assignments
- Individual Projects, Presentations and Reports
- Group Projects, Presentations and Reports
- Technology Projects
- Journals/Blogs
- Teacher/Curriculum Assessment will be conducted according to the following statement:
 - Throughout the year the teacher will provide the language arts supervisor with suggestions for improving and changing the curriculum in regard to meeting the course objectives and their alignment to state standards.

GROUPING

Film and Literature is a heterogeneously grouped class; therefore, no level placement criteria apply to this course.

ARTICULATION/SCOPE & SEQUENCE/TIME FRAME

Film and Literature is a one-semester course open to students in grades 10, 11, and/or 12.

RESOURCES

- Internet articles and various websites
 - Students are encouraged to use print materials from the Internet on various topics related to Film and Literature selections that can enhance the curriculum with the approval of the administration.
- Technology
 - Students are expected to use technological equipment in order to produce a research essay approved by the teacher. Students also encouraged to make full use of technological resources for research-based projects and to supplement the literature and articles read in class. www.filmsite.org is a recommended resource.
- Supplies/Materials
 - Students must have abundant access to print media, electronic media and the Internet.
- Texts
 - There is no specific text for this course.
- Supplemental Readings
 - Supplemental readings may consist of any media related to course content to be used with teacher discretion and/or supervisor approval.
- Films
 - Films are grouped by decade. Some films will be shown in full; others will be shown in part. Films that are Rated R may be discussed; however, the portions of the films that are considered graphic (or are the reason for the R rating) will not be shown in class.

1900 – 1939

The Great Train Robbery - 1903

Dr. Jekyll and Mr. Hyde – 1911

Dr. Jekyll and Mr. Hyde – 1920

The Jazz Singer – 1927

Dracula - 1931

The Music Box – 1932

King Kong – 1933

Duck Soup – 1933

It Happened One Night – 1934

Snow White and the Seven Dwarfs – 1937

Gone With the Wind – 1939

Mr. Smith Goes to Washington - 1939

The Wizard of Oz – 1939

1940 - 1959

His Girl Friday – 1940

Fantasia – 1940

Pinocchio – 1940
Rebecca – 1940
Citizen Kane – 1941
Bambi – 1942
Casablanca – 1942
It's a Wonderful Life – 1946
All About Eve – 1950
Cinderella – 1950
A Streetcar Named Desire – 1951
Singin' In the Rain – 1952
Peter Pan – 1953
On the Waterfront – 1954
Lady and the Tramp – 1955
Rebel Without a Cause – 1955
The Ten Commandments – 1956
12 Angry Men – 1957
Some Like it Hot – 1959

1960 - 1979

Psycho – 1960
West Side Story – 1961
To Kill A Mockingbird – 1962
Mary Poppins – 1964
The Sound of Music – 1965
Bonnie and Clyde – 1967
The Graduate – 1967
2001: A Space Odyssey – 1968
The Godfather – 1972
Jaws – 1975
One Flew Over the Cuckoo's Nest – 1975
Network – 1976
Star Wars – 1977
Grease – 1978
Superman – 1978

1980 - 1999

Raiders of the Lost Ark – 1981
Tron – 1982
E.T.: The Extra-Terrestrial – 1982
Back to the Future – 1985
Who Framed Roger Rabbit – 1988
Dead Poets Society – 1989
Benny and Joon – 1993
Jurassic Park – 1993
Schindler's List – 1993
Forrest Gump – 1994

The Lion King – 1994
Titanic – 1997
The Sixth Sense – 1999

METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

SUGGESTED ACTIVITIES

- Keep a Reader/Viewer Reaction Journal
- Create a Research Paper in MLA format on a film genre, a screenwriter, or a director
- Analyze a specific film genre and chart its highs and lows over the decades.
- Analyze specific films using a consistent form. Example:

Cinema Film Review Sheet

Part I: Using IMDB.com or notes from class, list the following at the top of EVERY review that you write.

1. Title of Film
2. Lead Actors
3. Director
4. Film Company
5. Rating and Rationale (If applicable)
6. Year of Release

Part II: Generic Film Questions - Answer the following questions using specific details from the film. Your responses must be concise, yet complete.

1. How is the setting established in the film?
2. How are the main characters introduced in the film?
3. How is the conflict introduced?
4. What technology do the filmmakers use? Where? How?
5. Describe a scene that worked well.
6. Describe a scene that could be improved. Describe how.
7. What is the climax? How do the filmmakers lead up to it?
8. What's the message/theme of the film?
9. Would you recommend this film to future Film and Lit classes? Why/why not? Be fair.
10. Would you recommend this film to friends? Why/why not? Be fair.

Part III: Specific Film Questions - After viewing the film, please answer the following questions.

1. Each film will have 3-5 specific questions.

INTERDISCIPLINARY CONNECTIONS

Film and Literature has virtually unlimited possibilities for interdisciplinary connections, such as history, technology, music, and psychology.

DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology

- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - word walls
 - sentence frames
 - think-pair-share
 - cooperative learning groups
 - teacher think-alouds

PROFESSIONAL DEVELOPMENT

The teacher(s) will continue to improve her/his expertise through participation in a variety of professional development opportunities as provided by the Board of Education and other organizations. Updating one's knowledge of teaching strategies for Film and Literature will be a primary goal of professional development for the teacher(s).

CURRICULUM MAP

September /February	October /March	November /April	December /May	January /June
Background of Film History	Background of Film Careers	Notable Screenwriters	Notable Directors	Films 2000- Today (Student Choice)
Films 1900-1939	Films 1940-1959	Films 1960-1979	Films 1980-1999	Film Reviews and Analysis
Film Reviews and Analysis	Film Reviews and Analysis	Film Reviews and Analysis	Film Reviews and Analysis	Research Project and Presentation
Writing Essay 1	Writing Essay 2	Writing Essay 3	Writing Essay 4	