## Escondido Union High School District
### Film as Literature

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<th>Course Length:</th>
<th>Year Long</th>
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<tr>
<td>UC/CSU Requirement:</td>
<td>Not UC/CSU Approved</td>
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<tr>
<td>Grade Level:</td>
<td>10 and 12</td>
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<tr>
<td>Graduation Requirement:</td>
<td>Elective credit</td>
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<table>
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<tr>
<th>Course Number:</th>
<th>1360/1361</th>
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| Transcript Abbreviation: | 1360: FILM AS LIT A  
1361: FILM AS LIT B |
| Number of Credits: | 10 Credits |
| Prerequisite/s Required: | Successful completion of English 9 and 10 |
| Prerequisite/Recommended: | No Recommended Prerequisite |
| Board Approval Date: | June 19, 2012 |

**District Approved Instructional Materials/Textbook Students (include ISBN, Publisher, Author, Edition, Copyright):** This course will utilize a variety of films (see course document) and a supplemental class set of the following book:  
*Hollywood Goes to High School Cinema, Schools, and American Culture* ©2005  
ISBN: 978-0-7167-5541-8

**Course Description:** Students enrolling in Film as Literature will view and analyze a variety of quintessential films that have made a lasting impression on America’s society. Students will explore what literature and film mean in the context of a multicultural society, studying canonical pieces as well as new and rediscovered voices. Students will explore social, historical, economic, political, and artistic issues. The goals of the course include: 1.) Instilling in students a passion for writing, 2.) Providing students with a voice in society, 3.) Teaching students how to analyze films as texts and modern non-fiction, and 4.) Preparing students to be active, critical thinkers in our modern American society.
Course Content

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished.

Course Purpose: What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)

NOTE: More specificity than a simple recitation of the State Standards is needed. The questions highlighted in BOLD are taken directly from the UC submission requirement.

Course Purpose: There is an ever-increasing need for students to have the ability to demonstrate critical thinking skills. Colleges and universities are often sharing with high schools the need for students to be able to both analyze and synthesize information (Bloom’s Taxonomy, Levels of Thinking, Inquiry-Based Learning, Socratic Approach). These skills are often best displayed through writing and/or class discussion. In a standard ELA course, literature is the main component; however, in “Film as Literature,” the vision is to use film and non-fiction articles as a way to focus upon and access students’ critical thinking skills.

The mission of this course is not “let’s watch movies” but rather, to select quintessential films that have made a lasting impression on American society as a vehicle for learning. Instructors of this course will need to be strong teachers of writing. The course will be focused upon the 11th and 12th grade ELA standards and the main components of the course will be: 1.) writing, 2.) analysis, 3.) class discussion, 4.) synthesis (making connections between self and society, and between texts and society).

The goals of this course include: 1.) to instill in students a passion for writing, 2.) to provide students a voice in society, 3.) to teach students how to analyze films as texts and modern non-fiction, and 4.) to prepare students to be active, critical thinkers in our modern American society.
Course Outline: A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).

SEMESTER A:

Unit 1: The Fundamentals of “Film as Literature”

- Duration of Unit = 3 week unit
- Focus = 1.) Literary Terms needed to analyze films, 2.) Archetypes seen in film, 3.) Writing Terms, 4.) Writing Process Terms, 5.) Levels of Questions, 6.) Note-taking – AVID/Cornell Style, 7.) How to Prepare for a Socratic Seminar, 8.) Reading Connections
- EUHSD Writing Handbook (for list of terms and the process)
- Text: Hollywood Goes to High School: Chapter 1

Unit 2: Modern America’s Media – TV, Advertisements, and the Nation’s Media Coverage

- Duration of Unit = 3 week unit
- Focus = The American system and how modern America relies upon TV
- Writing = Analytical Essay
- Prompt = How does the modern American media manipulate the viewer and alter perception? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.
- Film = Affluenza (PBS) [document, 1997] & Truman Show (film, 1998, rated PG)
- Texts = Supplemental Articles (see “Reading section” of this document for details)

Unit 3: Education and Empowerment – It’s All About Perception

- Duration of Unit = 6 week unit
- Focus = How learning can empower an individual to achieve success; how determination and hope can empower an individual to endure
- Writing = Argumentative Essay (synthesis, evaluation, and argument skills)
- Prompt = Is empowerment intrinsic, created from within, or extrinsic, bestowed upon someone? What are the limitations of empowerment (if any) regarding both intrinsic and extrinsic? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.
• Texts = *Hollywood Goes to High School*: Chapter 3 & Chapter 5; Supplemental Articles (see “Reading section” of this document for details)

**Unit 4: “Strong versus Weak” – Needing to Have a Say, Needing to Advocate for Others**

• Duration of Unit = 6 weeks unit
• Focus = Advocating for others; The Power of Action!
• Writing = Persuasive Essay
• Prompt = Reflecting upon the films studied, texts read, and class discussions held, discuss what our duty is to those less fortunate? Analyze the need for action by those considered “fortunate” in our American society, and in what ways are they responsible for helping those considered less fortunate. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.
• Texts = Supplemental Articles (see “Reading section” of this document for details)

**SEMESTER B:**

**Unit 5: Race, Culture and Diversity – Past, Present and Future**

• Duration of Unit = 6 week unit
• Focus = An examination into the racial complexities of the American society
• Writing = Reflective
• Prompt = Examine the way in which we are often unaware of our own biases and how these biases affect our choices, our actions and our weaknesses. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.
• Texts = Supplemental Articles (see “Reading section” of this document for details)

**Unit 6: Gender Issues – The Complexity of Equality and Choice**

• Duration of Unit = 6 week unit
• Focus = The complexity of gender identity and prejudices associated with gender
• Writing = Analytical Essay
• Prompt = Analyze the changing stereotypes and perceptions of gender roles across time and culture. To what extent have things truly changed in the past 100 years? Examine the films studies, the texts read, and your personal experiences regarding how gender stereotypes are expressed (seen in society) versus challenged (fought against).


• Texts = Supplemental Articles (see “Reading section” of this document for details)

Unit 7: Relationships and Understanding – Pivotal Moments that Change our Lives

• Duration of Unit = 6 week unit

• Focus = The ordinary can be extraordinary (sensory details); A moment of epiphany (events that can change our lives)

• Writing = Reflective

• Prompt = Describe a personal epiphany (“ah ha” moment) in which you realized how life might be different if you could/would change your attitude or actions. If you have not yet had such a moment, you may choose to reflect upon a moment in a text that has inspired you to look at the world in a new way. In other words, how has your experience in the course changed your outlook or taught you something about the human experience and condition.


• Texts = Hollywood Goes to High School: Chapter 2 & Chapter 4

Key Assignments: Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.

The key assignments for this course include the following. Please note, teachers may always/often elect to add additional assignments for both intervention and acceleration. Key assignments for each unit include a culminating writing piece. All writing assignments adhere to the California State Standards and serve to enhance the key
Essential Questions of the course and the key themes. The focus of the writing includes: analytical essays, argumentative essays, persuasive essays, and reflective essays. Students will need to demonstrate their ability to convey personal ideas and opinions in their writing in a clear and coherent manner while also referring to the texts (films, documents, non-fiction pieces, etc.) in order to prove their claims. Additionally, each unit requires students to work both individually and collaboratively as they unpack the unit’s reading selections. Students will spend time examining cultural issues in modern American society.

- Students will share writing pieces and responses to reading both in small group and whole class discussion groups.
- Students will participate in class discussions – including writing their own discussion questions.
- Students will read and analyze selections from multiple sources (texts) including films, documents, non-fiction articles, multi-media sources.
- Students will read and respond to quick-writes (i.e. journal) prompts that will serve as introductory activities into the thematic unit.
- Students will compose “higher-level” questions while viewing the films and documents in order to share with and pose to students in the class.
- Students will learn and know literary terms from the English Language Arts 11 and 12 California State Standards (i.e., literary terms, archetypes, character conflict, plot, theme, figurative language, symbolism).
- Students will examine films and documentaries through the lens of the ELA 11 and 12 standards (i.e. literary terms, archetypes, character conflict, plot, theme, figurative language, symbolism).
- Students will participate in small and large group discussions.
- Students will complete quick-writes and other pre-writing exercises designed to help facilitate writing (i.e. brainstorming, outlines, rough drafts, peer editing activities).
- Students will review the essentials of quality, final draft writing and will proof their own writing for the types of errors typically found in high school level writing.
- Students will demonstrate a command of the English language as they develop and refine their essays.
- Students will adhere to the rules and conventions of MLA when formatting their essays (summative assessments).
- Students will read aloud, silently and in small groups, selections from their writing.
Students will write an analytical essay addressing the following prompt/questions: How does the modern American media manipulate the viewer and alter perception? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

Students will write an argumentative essay addressing the following prompt/questions: Is empowerment intrinsic, created from within, or extrinsic, bestowed upon someone? What are the limitations of empowerment (if any) regarding both intrinsic and extrinsic? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

Students will write a persuasive essay addressing the following prompt/questions: Reflecting upon the films studied, texts read, and class discussions held, discuss what our duty is to those less fortunate? Analyze the need for action by those considered “fortunate” in our American society, and in what ways are they responsible for helping those considered less fortunate. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

Students will write a reflective essay addressing the following prompt/questions: Examine the way in which we are often unaware of our own biases and how these biases affect our choices, our actions and our weaknesses. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

Students will write an analytical essay addressing the following prompt/questions: Analyze the changing stereotypes and perceptions of gender roles across time and culture. To what extent have things truly changed in the past 100 years? Examine the films studies, the texts read, and your personal experiences regarding how gender stereotypes are expressed (seen in society) versus challenged (fought against).

Students will write a reflective essay addressing the following prompt/questions: Describe a personal epiphany (“ah ha” moment) in which you realized how life might be different if you could/would change your attitude or actions. If you have not yet had such a moment, you may choose to reflect upon a moment in a text that has inspired you to look at the world in a new way. In other words, how has your experience in the course changed your outlook or taught you something about the human experience and condition.
**Instructional Methods and/or Strategies**: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum. What portions of the Course Outline are supported by the methods and strategies?*

Teachers implementing the Film as Literature course curriculum will be relying on a great deal of research around best practice and strategies. This will include Understanding by Design for deconstructing meaning out of essential questions and examining a film’s purpose. We will also use rhetorical analysis tools such as charts, graphs, and other illustrations to help students understand the thematic concepts presented in a film or text as well as to organize their own thoughts regarding the unit. Students will utilize technology (such as Microsoft WORD) to assist the writing process and their mastery of the ELA 11 and 12 standards. Students will communicate in both large and small groups. All of these instructional methods are supported throughout the curriculum’s units and serve as a basis for unpacking the essential questions of each unit of instruction. Additional instructional methods will include re-teaching when necessary, providing resources for those who are ready to move on, use of SDAIE strategies for working with English Learners, implementing IEP accommodations and modifications when and where applicable, and utilization of Marzano’s work and Kinsella’s research regarding vocabulary instruction (literary terms and essential academic vocabulary from the ELA 11 and 12 standards). Instructional methods will also include lecture, group instruction, assigned reading, read-alouds, checking for understanding, rhetorical writing and reading strategies such as highlighting text, identifying textual features, etc. These research-based strategies of instruction will be repeated throughout the year-long course (in each of the seven units of study) as to embed a consistent and constant educational pattern.

**Assessments Including Methods and/or Tools**: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills.*

**Throughout the Year:**

- Vocabulary Assessment (of literary terms, ELA 11 and 12 standards)
- MLA terms and rules (7th edition) for citation of texts, films, documents, and multimedia sources
- Grammar rules and conventions (for final drafts of essays)

**During Each Unit:**

- “Into” Activities (assessment of prior knowledge) = Journal, Pre-reading Quick Write, Pre-viewing Quick Write, Thematic exploration of topic, small or whole class discussion
- “Thru” Activities (checking for engagement and understanding of...
material/text/film) = Inquiry-Based Questions, (student created) “Higher Level” Thinking Questions (student created), Comprehension Reading/Viewing Questions (ELA standards-based questions created by teacher to be answered by students related to the literary terms/concepts of 11/12 ELA – i.e. theme, plot, conflict, character motivation, symbolism, archetypes)

- “Beyond” Activities (formative assessments) = Journal, quick-writes, class discussions (small group and whole class), debates, peer-teaching (comprehension check of ideas presented in text/film)
- Pre-essay Activities (to prepare for culminating/summative assessment of the thematic unit’s essay assignment) = dissection of the essay prompt, brainstorm, outline, evidence/support gathering, rough drafts, peer editing, final drafts, MLA conventions/formatting
- Essays:

1.) **Analytical essay**: How does the modern American media manipulate the viewer and alter perception? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

2.) **Argumentative essay**: Is empowerment intrinsic, created from within, or extrinsic, bestowed upon someone? What are the limitations of empowerment (if any) regarding both intrinsic and extrinsic? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

3.) **Persuasive essay**: Reflecting upon the films studied, texts read, and class discussions held, discuss what our duty is to those less fortunate? Analyze the need for action by those considered “fortunate” in our American society, and in what ways are they responsible for helping those considered less fortunate. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

4.) **Reflective essay**: Examine the way in which we are often unaware of our own biases and how these biases affect our choices, our actions and our weaknesses. Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.

5.) **Analytical essay**: Analyze the changing stereotypes and perceptions of gender roles across time and culture. To what extent have things truly changed in the past 100 years? Examine the films studies, the texts read, and your personal experiences regarding how gender stereotypes are expressed (seen in society) versus challenged (fought against).

6.) **Reflective essay**: Describe a personal epiphany (“ah ha” moment) in which you realized how life might be different if you could/would change your attitude or actions. If you have not yet had such a moment, you may choose to reflect upon a moment in a
text that has inspired you to look at the world in a new way. In other words, how has your experience in the course changed your outlook or taught you something about the human experience and condition.

Reading: Acceptable courses must require extensive reading from a variety of literary genres, including classical and/or contemporary works. Reading assignments must include full-length works. Excerpts from anthologies, articles, et cetera, can be supplemental but cannot constitute the main component of reading assignments. Describe the reading requirements for this course. All literature must be grade level appropriate.

**SEMESTER A:**

Unit 1: The Fundamentals of “Film as Literature”
- *Hollywood Goes to High School*: Chapter 1 (Using the Movies to Make Sense of Society)

Unit 2: Modern America’s Media – TV, Advertisements, and the Nation’s Media Coverage
- Supplemental Texts: *Spaghetti Harvest* (1957; YouTube); *Neil Postman – Amusing Ourselves to Death* (Foreword, June 5th 2009, YouTube); *Waiting for Superman: Shock and Awe* Public Service Announcement (2010, YouTube); articles from Media Awareness Network website (www.media-awareness.ca)

Unit 3: Education and Empowerment – It’s All About Perception
- *Hollywood Goes to High School*: Chapter 3 (Fighting the Culture of Poverty)
- *Hollywood Goes to High School*: Chapter 5 (Challenging the Culture of Privilege)
- Supplemental Texts: from the Teaching Tolerance website (www.teachingtolerance.org: “Saved by the Spiral Notebook”; “Tapping the Power of Place”); from Newsweek “Everyone Should Go to College” (www.thedailybeast.com)

Unit 4: “Strong versus Weak” – Needing to Have a Say, Needing to Advocate for Others
Unit 5: Race, Culture and Diversity – Past, Present and Future


Unit 6: Gender Issues – The Complexity of Equality and Choice

- Articles = “Stuff Mom Never Told You” (www.howstuffworks.com); “10 Careers Women Had to Fight to Enter” (Sennebogen); from the Teaching Tolerance website (“Not Only Can Big Boys Cry, They Do” – with YouTube); “Parents Won’t Reveal Gender of 4-month Old” (from www.newser.com); “How Many Baby Boys Did the Clean Air Act Save?” (www.freakonomics.com – also in Podcast format)

Unit 7: Relationships and Understanding – Pivotal Moments that Change our Lives

- Hollywood Goes to High School: Chapter 2 (Middle-Class Individualism & the Adolescent Frontier)

Writing: Courses seeking UC approval must have substantial, recurrent practice in writing extensive structured papers. Students must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures through responding to texts of varying lengths in unassisted writing assignments. Describe the writing requirements for this course. Include the number and length of papers and essays required. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.).

- Students will write an analytical essay addressing the following prompt/questions: How does the modern American media manipulate the viewer and alter perception? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal experience, reflection, and beliefs.
- Students will write an argumentative essay addressing the following prompt/questions: Is empowerment intrinsic, created from within, or extrinsic, bestowed upon someone? What are the limitations of empowerment (if any) regarding both intrinsic and extrinsic? Be sure to analyze the texts studied (films, documents, and supplemental texts) and connect your examples to personal
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