Glendale Unified School District

High School

April 6, 2021

Department:	English
Course Title:	Film as Literature
Course Code:	1241D/1241J
Grade Level(s):	11-12
School(s) Course Offered:	Clark Magnet High School
UC / CSU Approved (Y/N, Subject):	Yes, "G" College Preparatory Elective
Course Credits:	5
Recommended Prerequisite:	"C" or better in previous English Class or Teacher Recommendation
Recommended Textbook:	N/A
Course Overview:	Film as Literature is a course that provides students with the essential tools needed to critique and analyze different aspects of film the way they would novels or other literary texts. Students will use films as a platform to discuss culture, history, philosophy, human nature, and other related topics. Students will delve into concepts such as theme, structure, style, character analysis and much more. One of the major goals of this class will be to development analytical skills, critical thinking skills and listening and speaking skills. Students that choose to take this elective will be asked to activate prior knowledge from their previous English classes as they will be expected to write, discuss, and present their analysis of films.

This class attempts create a community for students who love writing, speaking, discussing, analyzing, and critiquing. It is aimed for students who may not always feel comfortable enough to be speak up, or those that don't consider themselves good writers. Students interested in the Art,

Media & Entertainment CTE pathway will also hopefully find value and learning opportunities in this offered elective.

Films will be selected from varying genres to ensure and encourage learning about diversity, culture, and history.

STANDARDS

Common Core State Standards: College & Career Readiness Anchor Standards [READING] (p.46)

- **Key Ideas & Details** (1) Explicit text vs. inferences
- **Key Ideas & Details** (1) Drawing conclusions from the text
- **Key Ideas & Details** (2) Determine central ideas or themes
- **Craft & Structure** (6) Assess how point of view or purpose shapes the content and style of a text
- **Integration of Knowledge & Ideas** (7) Integrate & evaluate content presented in diverse media formats
- **Integration of Knowledge & Ideas** (9) Analyze and compare themes or topics to build knowledge

College & Career Readiness Anchor Standards [WRITING] (p.55)

- **Text Types & Purposes** (2) Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately
- **Text Types & Purposes** (4) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- **Production & Distribution of Writing** (6) Use technology, including the internet, to produce and publish writing and to interact and collaborate with others
- **Range of Writing** (10) Write routinely over extended time frames or short time frames

College & Career Readiness Anchor Standards [SPEAKING & LISTENING] (p.65)

- **Comprehension & Collaboration** (1) 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
- **Comprehension & Collaboration** (2) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Presentation of Knowledge & Ideas** (4) 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.

College & Career Readiness Anchor Standards [LANGUAGE] (p.70)

- **Conventions of Standard English** (1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **Conventions of Standard English** (2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Vocabulary Acquisition & Use** (5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **Vocabulary Acquisition & Use** (6) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.

***All films below subject to change. This is a suggested list to be discussed with class cohort, parent, and site administrators.

Unit 1: **Coming of Age / Identity / Belonging**   *(3-4 weeks)*

Discussion Questions:
- How is identity shaped?
- What affect does environment have on one's identity / sense of belonging?
- What does it mean to grow up?
- Is identity self-determined?

Writing Task / Discussion
- Identity Exploration Narrative
- Analysis with support from films in this unit regarding sense of belonging and self, as well as what it really means to grow up.

Possible Films for this unit:
1. Sandlot
2. Spirited Away
3. Rise of the Guardians
4. Inside Out

Unit 2: **Triumph of the Common Man**   *(3-4 weeks)*

Discussion Questions
- How do individuals affect change?
- What is the power of an individual within society?

Writing Task / Discussion
- Presentation on personal goals and aspirations utilizing technology and visual aids
- Comparing non-fictional characters (research) that have affected change with a character from one of the films

Possible Films for this unit:
1. Saving Mr. Banks

    2. Forest Gump

Unit 3: **The Complexity of Equality & Prejudice**   *(3-4 weeks)*

Discussion Questions
- How does prejudice prevent progress?
- What does it take to overcome societal expectations and norms?
- What role does setting play in equality and prejudice?

Writing Task / Discussion
- Interview a family member or friend to do personal research on some of the unit questions

Possible Films for this unit:
1. Tangled
2. Remember the Titans
3. Mulan

Unit 4: **Power / Privacy (Dystopian Society)**   *(3-4 weeks)*

Discussion Questions
- Is there such a thing as privacy in modern society?
- What is an acceptable amount of privacy to give up in the name of security and safety?
- What is the societal cost of luxury and entertainment?
- Is it possible to reduce the role of governments or corporations in a person's life?

Writing Task / Discussion
- Research Project on Terms & Conditions
- Reflection on use of technology / social media and the role it plays in life

Possible Films for this unit:
1. V for Vendetta
2. The Hunger Games
3. The Truman Show

Unit 5: **Perspective & Choice**   *(3-4 weeks)*

Discussion Questions
- Can power of suggestion and belief actually impact the outcome of one's life?
- How does a shift in perspective impact the choices made by an individual or society as a whole?
- How willing are people to accept different perspectives than their own?
- What role does truth and ignorance play in making choices and forming perspectives?

Writing Task / Discussion

- Personal narrative on choices they have made and the impact it has had with an theoretical alternative ending caused by a shift in their choices

Possible Films for this unit:
1. The Croods
2. The Pursuit of Happiness

Unit 6: **Shorts**   *(3-4 weeks)*

- Short stories connected to short films
- Poems connected to short films
- Theme / Character Development
- Storytelling
- Tone / Mood

Possible Films for this unit:
1. Paperman
2. Piper
3. Feast
4. Hair Love
5. Mindenki (Hungarian)
6. Father & Daughter (Dutch)

Film	Year	MPAA Rating	Notes
Mindenki	2016	-	Hungarian Short Film "Sing"
Father and Daughter	2001	-	Dutch Animated Short
Mulan	1998	G	
Paperman	2012	G	
Piper	2016	G	
Feast	2014	G	
Hair Love	2019	G	
The Croods	2013	PG	

Inside Out	2015	PG	
Remember the Titans	2000	PG	
Rise of the Guardians	2012	PG	
Sandlot	1993	PG	
Spirited Away	2001	PG	
Tangled	2010	PG	
The Truman Show	1998	PG	
The Hunger Games	2012	PG-13	https://www.imdb.com/title/tt1392170/parentalguide?ref_=tt_stry_pg
Forest Gump	1994	PG-13	https://www.imdb.com/title/tt0109830/parentalguide
The Pursuit of Happiness	2006	PG-13	https://www.imdb.com/title/tt0454921/parentalguide?ref_=tt_stry_pg
Saving Mr. Banks	2013	PG-13	https://www.imdb.com/title/tt2140373/parentalguide?ref_=tt_stry_pg
The Social Network	2010	PG-13	https://www.imdb.com/title/tt1285016/parentalguide?ref_=tt_stry_pg
V for Vendetta	2005	R	https://www.imdb.com/title/tt0434409/parentalguide?ref_=tt_stry_pg

**Film list above subject to change.

*** <u>ALL films rated PG-13 or R will be confirmed with students, parents, and administrators</u>. If after reviewing the MPAA detailed information parents are not comfortable with their students viewing these films, alternative films or assignments will be selected for those students. The teacher of the course will provide details on the purpose of those films and how they fit into the unit of study to ensure that families understand that they hold educational value and merit within the context of the classroom. The teacher will also facilitate discussions around citizenship in the classroom to ensure students feel safe and comfortable voicing their thoughts and opinions.