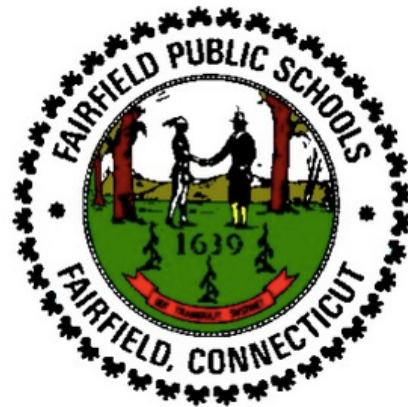


Fairfield Public Schools English Curriculum

Reading, Writing, Speaking and Listening, Language

Film Analysis and Criticism



Film Analysis and Criticism Overview

Description

This English elective prepares students for a lifetime of viewing films with a critical eye and an intelligent mind. Students will develop habits of perception, analysis, judgment, and selectivity that improve their capacity of processing, analyzing, and evaluating visual data. In order to gain this visual literacy, students will learn how to read a film, to understand the art of studying a film, and to recognize the rhetoric of visual language. Students will be introduced to elements of film analysis (e.g. cinematography, acting and dialogue, sound), an overview of film history, and the essentials of film theory.

Together we will spend the semester constructing responses to the following questions: How is a film put together so that it will manipulate and move its audience? What are the roles of editing, camera movement, soundtrack, and image? What does a film tell us about its culture and our cultures?

In the fall, students will prepare for the college application process by writing a personal essay, which may be used as a college essay. In the spring, students will complete a Senior Independent Study Project, through which they will research, write, and present the results of their exploration of a question of their own choosing which is related to the course content. Note: the development of analytical writing skills is central to this course.

Film Analysis and Criticism Year-at-a-Glance

Unit	Reading Focus	Writing Focus	GUM Focus	Summative Assessments
1. The Foundations of Film	<ul style="list-style-type: none"> Annotating visual texts during close reading to deepen interpretation of visual texts and gather evidence to support ideas in writing Identification of central ideas 	<ul style="list-style-type: none"> Exploratory journal entries, writing about films Develop individual thesis statements that demonstrate an understanding of the philosophical 	<ul style="list-style-type: none"> Review of major 11th grade concepts Review MLA citation format Review of academic voice Vocabulary study in context 	<ul style="list-style-type: none"> Motif (informational) essay College Essay

	<ul style="list-style-type: none"> Identify the fictional and dramatic elements within a film 	<p>concepts offered by a visual text.</p> <ul style="list-style-type: none"> Integrate textual support in order to support and embellish their thesis statements. Personal essay (college essay). 		
2. Writing About Films	<ul style="list-style-type: none"> Analyze the form and structure of the epistolary novel. Analyze and deconstruct a film focusing on characterization, theme, and symbolism. Demonstrate knowledge of the structure and organization of a formal analysis of a film. Demonstrate knowledge of the elements of a film history paper. Demonstrate 	<ul style="list-style-type: none"> Pose an evaluative question and explore it using examples and/or reasons. Demonstrate the knowledge of the elements of an ideological essay. Develop clear and consistent voice in their writing. Write for a specified audience and a specific purpose. Develop unity and coherence in their writing Organize thinking 	<ul style="list-style-type: none"> Revise for redundancy and wordiness. Recognize and avoid exaggeration. Avoid sentence sprawl. Revise for sentence variety. 	<ul style="list-style-type: none"> Literary Analysis: Independent choice movie – analyze the protagonist’s growth as determined by the director’s use of film techniques

	<p>knowledge of appropriate sources of auteur criticism</p> <ul style="list-style-type: none"> • Shape and explore questions about the filmmaking, its historical context, and the responses of critics and scholars. 	<p>for audience. Use a strong and consistent voice in writing.</p>		
3. Genre Studies	<ul style="list-style-type: none"> • Identify the elements of a type of film (e.g. Film noir, combat films, westerns, social problem films, etc.). • Examine the fictional and dramatic elements within a film. • Identify the values of Americans portrayed in films. 	<ul style="list-style-type: none"> • Informational Essay • Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text. • Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts. • Integrate textual support in order to support and 	<ul style="list-style-type: none"> • Avoid misplaced modifiers. • Use adverbial connectives for emphasis and transition. • Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however. 	<ul style="list-style-type: none"> • Exploratory: What does the film ask us to consider? How does the genre of the film manipulate our thinking? • Creative: Choose a genre then write a scene that is representative of that category - How do the elements work together to create that category?

		<p>embellish their thesis statements.</p> <ul style="list-style-type: none"> • Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely • Relying on partners to help us edit and revise our work 		
4. Text to Film	<ul style="list-style-type: none"> • Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing • Identification of central ideas • Understand metaphor and figurative language • Consider the historical and 	<ul style="list-style-type: none"> • Informational Essay - Literary Analysis • Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text. • Integrate writing techniques of consistent voice, metacognition, and the weaving 	<ul style="list-style-type: none"> • Use dash and ellipses. • Punctuate quotations within quotations, using single quotation marks 	<ul style="list-style-type: none"> • Creative: Choose a short story, write a scene from the short story, storyboard it and pitch your “vision” • Informational essay analyzing director choices when adapting a text to a film.

	<p>social significance of a text.</p> <ul style="list-style-type: none"> Analyze the use of symbolism, color, and cinematic technique in film. Compare and contrast a novel to its film version. 	<p>of references to multiple texts.</p> <ul style="list-style-type: none"> Integrate textual support in order to support and embellish their thesis statements. Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely Relying on partners to help us edit and revise our work 		
5. Independent Student Inquiry – The Directors Project	<ul style="list-style-type: none"> Student directed Inquiry 	<ul style="list-style-type: none"> Student directed Inquiry 	<ul style="list-style-type: none"> 	Student directed Inquiry Projects focusing on a specific director.

<p>Reading Resources</p> <p><i>FPS Units of Study for Film Analysis and Criticism</i> Anchor Films <i>Looking at Movies</i> by R. Barsam and D. Monaham, 3rd Edition</p>	<p>Writing Resources</p> <p><i>FPS Units of Study for Film Analysis and Criticism</i> <i>Words, Words, Words Teaching Vocabulary 4-12</i> by J. Allen <i>Image Grammar</i>, 2nd Edition by H. Noden</p>
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Film Analysis and Criticism Overview: Reading and Writing

<p>Central Understandings Students will be able to:</p> <ul style="list-style-type: none"> • become visually literate by developing skills in "reading films". • examine and question their own assumptions, assumptions implied within films, and assumptions of the culture which produced the films, in order to develop new perceptions or ways of seeing. • critically analyze and evaluate the artistic and cinematic value of films and recognize film as an art form. • analyze films within historical or cultural contexts of particular times in American history. • develop sensitivity for cultures, traditions, and values other than their own through the study of foreign films. • analyze, synthesize, and make correlations while they are reading, discussing, and writing about films in order to interpret films and evaluate the ideas which films offer. • conduct research about films • explore their prior knowledge about film. • identify reasons for studying film. 	<p>Course Essential Questions</p> <ul style="list-style-type: none"> • Why study film? • How does one read a film? • What is the art of watching a movie? • How can recognition of our attitudes and belief system allow us to change our assumptions? • How does one write about films? • How can one respond in writing about films in order to connect to the films and develop critical thinking skills? • How has censorship impacted movies and how do these restrictions reflect a society's values and morals? • How can viewing past and present American films deepen our understanding of our own country? • What can movies tell us about the world we live in? • How can viewing and understanding international films help us deepen our awareness of other cultures and societies? • What happens when a novel is made into a movie? 	<p>Assessments:</p> <ul style="list-style-type: none"> • Culminating Independent Project focusing on a director
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<ul style="list-style-type: none"> • identify the fictional and dramatic elements within a film. • practice film-reading strategies. • analyze and recognize their own assumptions and question their own thinking. • demonstrate their knowledge about paradigms. • demonstrate knowledge of the structure and organization of a formal analysis of a film. • demonstrate knowledge of appropriate sources of auteur criticism. • shape and explore questions about the filmmaking, its historical context, and the responses of critics and scholars • 		
<p>Standards Common Core State Standards</p>		<p>National Assessments:</p>

Film Analysis and Criticism 1: Introduction to Film Analysis and Criticism: The Foundations of Film

Unit Overview

During this introductory unit, students will build a foundation for film study.

By the end of this unit, students will be able to respond to the following questions:

- Why study film?
- How does one read a film?
- What is the art of watching a movie?

Reading Focus

- Annotating visual texts during close reading to deepen interpretation of visual texts and gather evidence to support ideas in writing
- Identification of central ideas
- Identify the fictional and dramatic elements within a film

Writing Focus

- Exploratory journal entries, writing about films
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a visual text.
- Integrate textual support in order to support and embellish their thesis statements.
- Personal essay (college essay).

Grammar, Usage, and Mechanics Focus

- Review of major 11th grade concepts
- Review MLA citation format
- Review of academic voice
- Vocabulary study in context

Assessments

- Motif (informational) essay
- Informational/Exploratory essay (College essay)

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Film Analysis and Criticism), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Film Analysis and Criticism Unit 2: Writing About Films

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How does one write about films?
- How can one respond in writing about films in order to connect to the films and develop critical thinking skills?

Reading Focus

- Analyze the form and structure of the epistolary novel.
- Analyze and deconstruct a film focusing on characterization, theme, and symbolism.
- Demonstrate knowledge of the structure and organization of a formal analysis of a film.
- Demonstrate knowledge of the elements of a film history paper.
- Demonstrate knowledge of appropriate sources of auteur criticism
- Shape and explore questions about the filmmaking, its historical context, and the responses of critics and scholars.

Writing Focus

- Pose an evaluative question and explore it using examples and/or reasons.
- Demonstrate the knowledge of the elements of an ideological essay.
- Develop clear and consistent voice in their writing.
- Write for a specified audience and a specific purpose.
- Develop unity and coherence in their writing
- Organize thinking for audience.
- Use a strong and consistent voice in writing.

Grammar, Usage, and Mechanics Focus

- Revise for redundancy and wordiness.
- Recognize and avoid exaggeration.
- Avoid sentence sprawl.
- Revise for sentence variety.

Assessments

- Literary Analysis: Independent choice movie – analyze the protagonist’s growth as determined by the director’s use of film techniques

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Film Analysis and Criticism), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and

well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Film Analysis and Criticism Unit 3: Genre Studies

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- How can viewing past and present American films deepen our understanding of our own country?

Reading Focus

- Identify the elements of a type of film (e.g. Film noir, combat films, westerns, social problem films, etc.).
- Examine the fictional and dramatic elements within a film.
- Identify the values of Americans portrayed in films.

Writing Focus

- Informational Essay
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- Avoid misplaced modifiers.
- Use adverbial connectives for emphasis and transition.
- Punctuate adverbial connectives, using a semi-colon and a comma with transitions such as therefore and however.

Assessments

- Exploratory: What does the film ask us to consider? How does the genre of the film manipulate our thinking?
- Creative: Choose a genre then write a scene that is representative of that category

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Film Analysis and Criticism), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in

which they are writing.

- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.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.

WHST.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 specific 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.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Film Analysis and Criticism Unit 4: Text to Film

Unit Overview

By the end of this unit, students will be able to respond to the following questions:

- What happens when a novel is made into a movie?

Reading Focus

- Annotating texts during close reading to deepen interpretation of texts and gather evidence to support ideas in writing
- Identification of central ideas
- Understand metaphor and figurative language
- Consider the historical and social significance of a text.
- Analyze the use of symbolism, color, and cinematic technique in film.
- Compare and contrast a novel to its film version.

Writing Focus

- Informational Essay - Literary Analysis
- Develop individual thesis statements that demonstrate an understanding of the philosophical concepts offered by a text.
- Integrate writing techniques of consistent voice, metacognition, and the weaving of references to multiple texts.
- Integrate textual support in order to support and embellish their thesis statements.
- Revising and editing work carefully to eliminate errors and communicate ideas clearly and concisely
- Relying on partners to help us edit and revise our work

Grammar, Usage, and Mechanics Focus

- Use dash and ellipses.
- Punctuate quotations within quotations, using single quotation marks.

Assessments

- Creative: Choose a short story, write a scene from the short story, storyboard it and pitch your “vision”
- Informational essay analyzing director choices when adapting a text to a film.

Common Core Standards Emphasized in the Unit

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or Film Analysis and Criticism), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

W. 11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.(reflect on the intended use of the technique)
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W. 11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W. 11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

WHST.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.

WHST.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 specific 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.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Film Analysis and Criticism Unit 5: Independent Student Inquiry – Director Study

Unit Overview

In this culminating unit, students apply the knowledge and skills from the course and design their own, independent inquiry project that focuses on a specific director.

Reading focus	Writing focus	Grammar, usage, and mechanics focus
<ul style="list-style-type: none">• Form and pursue a line of intellectual inquiry related to the literature and ideas examined in this course.• Conduct independent research, create a product and a processed written piece, and deliver a presentation to further explore an idea or concept from the course.• Reflect on how this independent study project has extended their thinking and learning and how their work reflects who they are as academics and as human beings.	<ul style="list-style-type: none">• Develop a prospectus for their independent study project and conference with their teacher for final approval.• Use technology to research, create a product, or present their independent study.	

Assessments
<ul style="list-style-type: none">• Independent Project and Presentation

Common Core Standards Emphasized in the Unit

- W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.11-12.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.