

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**English**

<p><b>Mission Statement</b> (6-12)</p>	<p>Our mission is to develop effective communicators who</p> <ul style="list-style-type: none"> <li>• Discover a personal style,</li> <li>• Develop an ability to utilize processes, acquire, interpret and use information from a variety of sources,</li> <li>• And appreciate cultural differences and human universals.</li> </ul>
<p><b>English Language Arts Goals and Standards</b> (from Illinois State Board of Education)</p>	<p>Through the achievement of these goals and standards, students will gain proficiency in the language skills that are basic to all learning, critical to success in the workplace and essential to life as productive citizens.</p> <p><b>STATE GOAL 1:</b> Read with understanding and fluency.</p> <p><b>STATE GOAL 2:</b> Read and understand literature representative of various societies, eras and ideas.</p> <p><b>STATE GOAL 3:</b> Write to communicate for a variety of purposes.</p> <p><b>STATE GOAL 4:</b> Listen and speak effectively in a variety of situations.</p> <p><b>STATE GOAL 5:</b> Use the language arts to acquire, assess and communicate information.</p>
<p><b>Course Sequence</b> (Grades 9-12)</p>	<p><b>Required Courses:</b></p> <p>Grade 9: (One year of the following): English I, English I Honors, or World Studies</p> <p>Grade 10: (One year of the following): English II, English II Honors, or American Studies</p> <p>Grade 11: (One year of the following) English III or Advanced Placement English Literature and Composition</p> <p>Grade 12: (One semester of the following) English IV or English IV Honors</p> <p>Plus one semester of English elective credit selected from the following: Speech I and II, Creative Writing I and II, Structure of the English Language, Composition for Broadcasting, World Literature, Critical Approaches to Film</p>

	<p>Additional general electives available:</p> <ul style="list-style-type: none"><li>Introduction to Mass Media</li><li>Newspaper Production I and II</li><li>Drama Production I and II</li><li>Yearbook Production I and II</li></ul>
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### *Course Framework*

<b>Course Title:</b>	<b>Critical Approaches to Film</b>
<b>Grade Level:</b>	11, 12
<b>Semesters:</b>	One (half year)
<b>Prerequisite:</b>	None
<b>Course Description</b>	<p>This class emphasizes a study of major genres of filmmaking as well as an intensive writing element. This course integrates knowledge of and experience with visual literacy. The course will integrate film viewing with the writing process, listening and critical thinking skills, and historic context. Students will study the vocabulary of film and identify examples of these concepts in the films viewed in this class. This will include camera angles, sequencing, lighting, and musical scores. The critical analysis of film and the process of filmmaking will result in a variety of essay assignments, oral presentations, and research projects. Due to the nature of the work, attendance is critical.</p>
<b>District-approved Materials and/or Resources</b>	<p>Core Text: <i>The Art of Watching Films</i></p> <p>Supplementary titles selected from: various films and movies</p>

### *Unit Frameworks*

<b>Unit of Study</b>	<b>Study of Actors and Types of Actors</b>	<b>Resources That Will Support Instruction</b>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information</li> <li>• 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</li> <li>• 1.C.5.a Use questions and predictions to guide reading (viewing) across complex materials</li> <li>• 2.A.5a. Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices</li> <li>• 2A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> <li>• 2A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</li> <li>• 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation</li> <li>• 3.C.5b Write for real or potentially real situations in academic contexts</li> <li>• 27.B.5 Analyze how the arts (film) shape and reflect ideas, issues or themes in a particular culture or historical period</li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Art of Watching Films</i></li> <li>• Selection of films by well known and award winning actors, including Dustin Hoffman, Johnny Depp and Audrey Hepburn among others.</li> </ul>

<p><b>Objectives</b></p>	<p><b>Viewing/Thinking Strategies</b></p> <ul style="list-style-type: none"> <li>• Identify four types of actors</li> <li>• Discuss common visual characteristics of individual actors and an actors’ style</li> <li>• Identify examples of different types of dialogue, slang, and jargon</li> <li>• Identify examples of characterization through direct action and trough indirect action</li> <li>• Interpret meaning through physical characteristics, quirks, and delivery of dialogue</li> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Identify patterns in character development, cinematic techniques, plot development, and themes for specific actors</li> <li>• Analyze and identify patterns in roles chosen by a specific actor</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Identify examples of plot structure</li> <li>• Discuss patterns, reasons for these patterns and positive/negative consequences of these choices</li> <li>• Analyze role of the actor in creating characterization, plot, theme</li> <li>• Critique a character’s development and analyze his/her relationship to the theme</li> <li>• Compose a character analysis essay</li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>• Essays—character analysis, film critique, and summarize of plot.</li> <li>• Viewing guides</li> <li>• Class discussion and participation</li> <li>• Essay revision</li> </ul>

<b>Unit of Study</b>	<b>Study of Directors and Directorial Styles</b>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Art of Watching Films</i></li> <li>• Selection of films from Hitchcock, Spielberg, Burton</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information</li> <li>• 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</li> <li>• 1.C.5.a Use questions and predictions to guide reading (viewing) across complex materials.</li> <li>• 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices</li> <li>• 2A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</li> <li>• 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation</li> <li>• 3.C.5b Write for real or potentially real situations in academic contexts</li> <li>• 27.B.5 Analyze how the arts (film) shape and reflect ideas, issues or themes in a particular culture or historical period</li> </ul>	
<b>Objectives</b>	<b>Viewing/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Identify characteristics of each individual director</li> <li>• Discuss common visual characteristics of individual directors and directorial style</li> <li>• Identify examples of different types of dialogue, slang, and jargon</li> <li>• Identify examples of characterization through direct action and through indirect action</li> <li>• Interpret meaning of symbols and images</li> </ul>	

	<ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Identify patterns in character development, cinematic techniques, plot development, and themes for specific directors</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Identify examples of plot structure</li> <li>• Discuss patterns, reasons for these patterns and positive/negative consequences of these choices</li> <li>• Analyze role of the director in creating characterization, plot, theme</li> <li>• Critique a character’s development and analyze his/her relationship to the theme</li> <li>• Compose a comparison/contrast essay</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Essays—comparison/contrast, film critique, and summarize of plot.</li> <li>• Viewing guides</li> <li>• Class discussion and participation</li> <li>• Essay revision</li> </ul>

<b>Unit of Study</b>	<b>Study by Genre: Comedy, Teen, Sports, Film Noir, Action/Adventure, Suspense/Horror/Monster, Animated</b>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Art of Watching Films</i></li> <li>• Selection of films in each genre</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information</li> <li>• 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</li> <li>• 1.C.5.a Use questions and predictions to guide reading (viewing) across complex materials</li> <li>• 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices</li> <li>• 2A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</li> <li>• 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation</li> <li>• 3.C.5b Write for real or potentially real situations in academic context</li> <li>• 27.B.5 Analyze how the arts (film) shape and reflect ideas, issues or themes in a particular culture or historical period</li> </ul>	
<b>Objectives</b>	<b>Viewing/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Identify characteristics of each individual genre</li> <li>• Discuss common visual characteristics of individual genres</li> <li>• Identify examples of different types of dialogue, slang, and jargon</li> <li>• Identify examples of characterization through direct action and trough indirect action</li> <li>• Interpret meaning of symbols and images</li> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e.</li> </ul>	

	<p>analysis, synthesis, evaluation</p> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Identify examples of plot structure</li> <li>• Discuss examples of stereotyping, and explain the purpose of these stereotypes</li> <li>• Analyze elements of characterization and how character development develops theme</li> <li>• Critique a character's development and analyze his/her relationship to the theme</li> <li>• Compose newspaper film critique on a variety of genres</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Essays—character analysis, film critique, and summarize of plot</li> <li>• Viewing guides</li> <li>• Class discussion and participation</li> <li>• Essay revision</li> </ul>

<b>Unit of Study</b>	<b>Study of Technical Aspects of Film: Lighting, Set Decoration, Costumes, Make-Up, Shot Selection, Special Effects</b>	<b>Resources That Will Support Instruction</b> <ul style="list-style-type: none"> <li>• <i>The Art of Watching Films</i></li> <li>• Selection of films from various eras of film making</li> </ul>
<b>Illinois Learning Standards</b>	<ul style="list-style-type: none"> <li>• 1.B.5a Relate reading (film) to prior knowledge and experience and make connections to related information</li> <li>• 1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts</li> <li>• 1.C.5.a Use questions and predictions to guide reading (viewing) across complex materials</li> <li>• 2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices</li> <li>• 2A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece</li> <li>• 3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences</li> <li>• 3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence</li> <li>• 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats: adapt content, vocabulary voice and tone to the audience, purpose and situation</li> <li>• 3.C.5b Write for real or potentially real situations in academic contexts</li> <li>• 27.B.5 Analyze how the arts (film) shape and reflect ideas, issues or themes in a particular culture or historical period</li> </ul>	
<b>Objectives</b>	<b>Viewing/Thinking Strategies</b> <ul style="list-style-type: none"> <li>• Identify types of shots, lighting, set decoration, costuming, make-up</li> <li>• Define types of shots and lighting</li> <li>• Discuss common visual characteristics and purposes of individual shots and other technical decisions</li> <li>• Identify examples of different types of special effects</li> <li>• Identify examples of characterization through technical decisions</li> </ul>	

	<ul style="list-style-type: none"> <li>• Generate and respond to questions that reflect higher level thinking skills; i.e. analysis, synthesis, evaluation</li> <li>• Identify patterns in character development, cinematic techniques, plot development, and themes developed with specific technical decisions</li> </ul> <p><b>Writing Emphasis</b></p> <ul style="list-style-type: none"> <li>• Identify examples of plot structure</li> <li>• Discuss patterns, reasons for these patterns and positive/negative consequences of these choices</li> <li>• Analyze role of the technical decisions in creating characterization, plot, theme</li> <li>• Critique a character's development and analyze his/her relationship to the theme</li> <li>• Compose a variety of paragraphs using technical aspects to analyze film's meaning, themes and symbols</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Essays— expository paragraphs, film critique, and summarize o plot</li> <li>• Viewing guides</li> <li>• Class discussion and participation</li> <li>• Essay revision</li> </ul>