English/Language Arts Department

Elective Course: Literature and Media Connections

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Effective Fall 2017

Scope and Sequence

	Literature & Media Units
MP 1	Unit 1: Perspectives & Points of View in Literature & Media
MP 2	Unit 2: Classic Horror in Literature & Media
MP 3	Unit 3: Science Fiction & Dystopian Stories in Literature & Media
MP 4	Unit 4: Historical Fiction in Literature & Media

Unit 1
Perspectives & Points of View in Literature & Media
Summary and Rationale
In this unit, students will consider the role and purpose of literature and digital media in our society to uncover the value and power that they both have in our lives. To support their understanding of film, students will be introduced to various film terms and consider their purpose and role through a director's eyes. Readers analyze how an author/director develops and contrasts the points of view of different characters in texts to understand how multiple perspectives impact our understandings of texts.
Recommended Pacing
8-10 weeks
Standards

Reading: Literature	
RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.6.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Writing	
NJSLSA.W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Instructional Focus

Enduring Understandings:	Essential Questions:
● Readers consider the role and purpose of literature and digital media in our society to uncover the value and power that they both have in our lives. ● Readers analyze how an author/director develops and contrasts the points of view of different characters in texts to understand how multiple perspectives impact our understandings of texts.	● How do readers consider the role and purpose of literature and digital media in our society? ● How do readers analyze how an author/director develops and contrasts the points of view of different characters in texts?

Evidence of Learning (Assessments)

Unit 1 Pre Assessment
Uni1 1 Post Assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
● Readers consider the role and purpose of literature and digital media in our society.	● Readers consider the impact that literature and digital media has on our world. ● Readers consider the different impact that literature vs. digital media has on the viewer's experience. ● Readers determine the power of film and why it has such an impact on others. ● Readers understand various film terms to support their ability to analyze films. ● Readers understand the importance of conducting short research and considering background information to deepen their understanding of texts.

● Readers (of literature and film) analyze how an author/director develops and contrasts the points of view of different characters in texts.	● Readers identify various points of view in texts and consider their perspectives or beliefs.
	● Readers consider the journey of characters and understand how culture shapes and impacts the development of their character.
	● Readers analyze how defining moments of impact can change or shape a person's journey.
	● Readers compare and contrasts varied perspectives and look for patterns across texts.
	● Readers consider how particular lines of dialogue or incidents in a story reveal aspects of a character.
	● Readers use evidence from texts to support their interpretations.
	● Readers use conversations with others to reflect upon and refine their thinking.
	● Readers write to expand their thinking about perspectives in texts.
	● Readers analyze specific word choice and/or director moves that impacts a viewer's perception.
	   ○ In film (for example):
	      ■ Contrasts of light vs dark
	      ■ Music to establish mood
	      ■ Camera angles

Suggested Resources/Technology Tools

Films: The Lion King, Whale Rider
Novel: Shabanu, by Suzanne Fisher Staples

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

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❏ Apply appropriate academic and technical skills.
❏ Communicate clearly and effectively and with reason.
❏ Utilize critical thinking to make sense of problems and persevere in solving them.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2
Classic Horror in Literature & Film
Summary and Rationale
Mystery, horror, and suspense texts reveal values, beliefs, and fears of the culture that has created them and impacts the viewers by sending messages causing the viewer to question what and why we fear things and how we respond to it. In this unit, students will be primarily exposed to the genre of horror through classic, traditional films, such as Hitchcock, and various short stories. Students will study why directors utilize intentional techniques to establish a mood and propel action in a horror film and analyze how writers convey a sense of horror/suspense in short stories by using specific literary elements to evoke feelings in the reader. The goal in the unit is to deepen their understanding of the genre of horror and gain a larger understanding of traditional, classic horror texts.
Recommended Pacing
8-10 weeks
Standards

Reading: Literature	
RL.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.3.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Writing	
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under

discussion.

B.   Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C.   Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Mystery, horror, and suspense texts reveal values, beliefs, and fears of the culture that has created them and impacts the viewers by sending messages causing the viewer to question what and why we fear things and how we respond to it. - Directors utilize intentional techniques to establish a mood and propel action in a horror film. - Writers convey a sense of horror/suspense in short stories by using specific literary elements to evoke feelings in the reader.	- What are the characteristics of mystery, horror, and suspense and what is its societal impact? - What techniques do directors utilize to establish a mood and propel action in a horror film? - How do writers convey a sense of horror/suspense in short stories?

Evidence of Learning (Assessments)

Unit 2 Pre Assessment
Uni1 2 Post Assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
Readers of horror understand the characteristics of these genres and consider its societal impact.	- Readers consider what defines the genre of horror and what makes it different from mystery and suspense. - Readers of mystery, suspense, and horror consider the draw that these genres have and the impact that they have on the reader.

● Readers of horror films consider various techniques that directors utilize to establish a mood and propel action.	● Readers consider typical elements present in a horror film and uncover specific choices that a film director makes to create a specific mood. ○ Readers consider varied techniques, such as camera angles and intentional black and white film, to create a specific mood. ● Readers consider the role and purpose of the set up scene in a Hitchcock horror film. ● Readers consider the character types present in horror films and discuss their roles. ● Readers understand the role of a linear plot structure in Hitchcock based films, as opposed to modern film. ● Readers consider how the conclusion in a horror film differs from other genres. ● Readers compare and contrast elements in modern vs classic horror films. ● Readers use evidence from horror films to support their analysis of texts. ● Readers use conversations with others to reflect upon and refine their thinking. ● Readers write to record and expand upon their thinking.

● Readers consider how writers convey a sense of horror/suspense in short stories.	● Readers consider how author convey horrifying stories in a different manner than a director utilizes in a film.
	● Readers consider literary elements that authors use to convey a sense of horror/suspense in a short story text.
	    ○ Forehsadowing
	    ○ Mood
	    ○ Tone
	    ○ Imagery
	    ○ Protagonist/Antagonist
	    ○ Conflict
	    ○ Symbolism

Suggested Resources/Technology Tools	
Suggested Hitchcock Films: Birds Psycho Rear Window North by Northwest Strangers on a Train **Suggested Classic Film:** Duel	

Suggested Modern Horror Films:
Secret Window
Disturbia

Suggested Short Story Texts:
Fever Tree by Ruth Rendell
Possibility of Evil by Shirley Jackson
Lottery by Shirley Jackson

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

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Unit 3
Science Fiction & Dystopian Stories in Literature & Film
Summary and Rationale
In this unit, students will learn that dystopian and science fiction texts portray characters that are in an altered world or have been impacted by a significant event that has changed the environment or their understanding of life. Students will view various films and explore text(s) that allow them to uncover themes such as: survival, overcoming obstacles, identity, and power. Students will make comparisons within and across texts as they consider how various author/directors portray characters and uncover themes in these genres.
Recommended Pacing
8-10 weeks
Standards

Reading: Literature

RL.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Writing

NJSLSA.W 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

	B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
	C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
	D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Instructional Focus

Enduring Understandings:	Essential Questions:
- Dystopian and science fiction texts portray characters that are in an altered world or have been impacted by a significant event that has changed the environment or their understanding of life. - Readers of dystopian and science fiction texts uncover various themes such as: survival, overcoming obstacles, identity, and power. - Readers analyze specific choices that directors make in films and the impact of those choices in order to deepen their appreciation and understanding of films.	- How do readers identify the characteristics of science fiction and dystopian texts? - How do readers of dystopian and science fiction texts uncover various themes presented in texts? - How readers analyze specific choices that directors make in films and the impact of those choices?

Evidence of Learning (Assessments)
Unit 3 Pre Assessment Uni1 3 Post Assessment

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
Readers identify the characteristics of science fiction and dystopian texts.	- Readers of science fiction and dystopian texts consider the following as they unpack the defining characteristics of the genre: - Setting - Characters - Conflict - Mood - Symbolism - Imagery - Foreshadowing

● Readers of dystopian and science fiction texts uncover various themes presented in texts.	● Readers of dystopian/science fiction texts know that most things in their stories mean something more and consider various themes in the texts. They ask:
	  ○ Why did the author/director make the choice to include this here?
	  ○ What message is it trying to send?
	  ○ What am I learning about these characters and this place?
	  ○ What theme might this be hinting at?
	● Readers of dystopian/science fiction texts look for patterns within and across texts as they consider themes presented in the texts.
	● Readers of dystopian/science fiction consider the values and beliefs of the cultures that are represented and how the culture has been changed by a specific event.

● Readers analyze specific choices that directors make in films and the impact of those choices.	● Readers consider the following as they analyze the director's film choices:
	  ○ Camera angles
	  ○ Perspective shots
	  ○ Fade in/Fade out
	● Readers consider the impact of a director's choices and discuss the reasons behind a director's choices.
	● Readers use conversations to share ideas and debate.
	  ○ Readers might state: I think the director chose...because...
	● Readers they use evidence from the film to support their thinking.
	● Readers compare and contrast varied directors' approaches and consider the impact it has on the viewer.
	● Readers write to record and expand upon their thinking.

Suggested Resources/Technology Tools

Suggested Films:
E.T.
I Am Legend
I: Robot
Civil Action

Suggested Novel:
Phoenix Rising

Suggested Nonfiction Text to support Phoenix Rising:
Nightmare on Chemical Street

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

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Unit 4
Historical Fiction in Literature & Media
Summary and Rationale
In this final unit, students will have an opportunity to make connections between novels and films. The goal is to create, understand, or consider socially responsible reactions to historical events which may be disturbing, frightening, or even life threatening on various levels. Students will consider the historical context to support their understanding and deepen their analysis. Students will collaboratively work with peers to discuss the historical and social significance of film and literature and how it impacts their understanding of the genre. Ultimately, students will explore how the importance and significance of historical fiction help to retain the past and learn about humanity.
Recommended Pacing
8-10 weeks
Standards

Reading: Literature	
RL.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RL.8.2.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
RL.8.7.	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
Writing	
NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening	
SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B.　　Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. C.　　Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
SL.8.2.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Instructional Focus

Enduring Understandings:	Essential Questions:
● Readers create, understand, or consider socially responsible reactions to historical events which may be disturbing, frightening, or even life threatening on various levels the genre of historical fiction and consider these texts communicate about people and events. ● Readers make comparisons across similar works in literature & film by noting ways that a film can portray an event vs a written text.	● What do historical fiction texts communicate about people and events? ● How do readers make comparisons across similar works in literature & film?

Evidence of Learning (Assessments)

Unit 4 Pre Assessment
Uni1 4 Post Assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)

● Readers understand the genre of historical fiction and consider what these texts communicate about people and events.	● Readers understand that historical fiction texts are written about specific period in history. ● Readers discover the characteristics, beliefs, and values of the time period. ○ If necessary, teachers can conduct several inquiry activities to guide students to use reliable sources to research time periods and various topics. ● Readers determine how the character is/is not a reflection of the society/time period from which they come. ● Readers wonder how people are impacted by the time period in which they live. ● Readers consider the message conveyed and what is reveals about the time, the people, and events. ● Readers consider what this historical work may tell us about the past and what it may ask us to consider in the future.
● Readers make comparisons across similar works in literature & film.	● Readers use evidence from the texts to support their thinking. ● Readers look for patterns across texts as they deepen their understanding of the time period and the people. ● Readers compare and contrast works on a similar theme. ○ In the film, students will consider the visual impact on the reader through varied devices selected by the director. In literature, students will consider the word choice and imagery and its impact. ● Readers discuss how a historical event is portrayed in a film versus a piece of literature. ● Readers use conversations with others to reflect upon and refine their thinking. ● Readers write to record and expand upon their thinking.

Suggested Resources/Technology Tools

Suggested Film:
River Wild
To Kill a Mockingbird

Suggested Novel:
Down River by Will Hobbs (companion novel to River Wild)
Farewell to Manzanar

Teachers have the flexibility to choose any films or novels to support this unit. Teachers may consider providing students with an element of choice and utilizing book club structures to support their learning.

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