



English/Language Arts Department

Elective Course: Literature and Media Connections

Developed by: Brooke Benavides and Dana Minervini

Effective: September 2024

Scope and Sequence

	Literature & Media Units
September	<u>Unit 1: Intro to Film Study</u>
October-November	Unit 2: Horror, Mystery, and Suspense in Literature & Media
December-January	Unit 3: Perspectives & Points of View in Literature & Media
February-March	Unit 4: Science Fiction, Fantasy, Dystopian Stories in Literature & Media
April-June	Unit 5: Animated Film Study

Unit 1

Intro to Film Study

Summary and Rationale

In this unit, students will make use of film to build and enhance analytical viewing and reading skills. Throughout the unit, viewers will identify and analyze the cinematic tools and choices a director utilizes to create meaning. This analysis will mirror the same close reading skills students will use to analyze a text and the choices authors make.

Recommended Pacing

3-4 weeks

Standards

Reading Domain

RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.

Writing Domain

W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Domain

SL.PE.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
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	<p>their own clearly.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.II.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.
Language Domain	
L.KL.8.2	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.</p> <p>C. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
Social Justice Standards	
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Instructional Focus

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> ● Cinematic techniques construct a viewer's experience of a film much like literary devices construct a reader's experience of a text. ● Filmmakers use cinematic tools and techniques to create meaning ● Film viewers are encouraged to identify with particular characters or elements of a film. This identification helps create the agenda of the film. 	<ul style="list-style-type: none"> ● What is the language of film? ● What is the relationship between the viewer and the film? ● What techniques do directors utilize to establish a mood and propel action in a film?

Evidence of Learning (Assessments)

PRE ASSESSMENT

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
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<ul style="list-style-type: none"> ● Viewers will develop a language and understanding of the techniques used to construct meaning in film 	<ul style="list-style-type: none"> ● Viewers consider film techniques that filmmakers utilize to convey the mood and understand the actions in a film: <ul style="list-style-type: none"> ○ <u>Shots</u>: Establishing, Long, Medium, Close-Up, Extreme Close-Up ○ <u>Angles</u>: Eye-Level, High, Low ○ <u>Sound</u>: Diegetic/Non-Diegetic Sound ○ <u>Movements</u>: Pan, Tilt, Zoom (in and out) ○ <u>Edits/Transitions</u>: Cut, Fade, Dissolve, Wipe, Cross-Cutting, Shot-Reverse-Shot, Eye-Line Match ○ Lighting
<ul style="list-style-type: none"> ● Viewers/Readers will explore the similarities and differences between film and literature, specifically emphasizing the understanding that artists’ choices impact meaning 	<ul style="list-style-type: none"> ● Viewers/Readers will compare and contrast how film techniques relate to the literary techniques authors and filmmakers choose to impact meaning. <ul style="list-style-type: none"> ○ Students will analyze through the following lenses: <ul style="list-style-type: none"> ■ Pacing ■ Mood ■ Imagery ■ Visualization ■ Interpretation

Suggested Resources/Technology Tools

Suggested Resources

- <https://www.youtube.com/c/StudioBinder> for video examples of film terminology

Short Stories

- “There Will Come Soft Rains” by Ray Bradbury
- “The Story of an Hour” by Kate Chopin
- “Rules of the Game” by Amy Tan
- “War” by Luigi Pirandello
- “Civil Peace” by Chinua Achebe

Film Excerpts From:

Psycho
Titanic
Top Gun
Bladerunner

Coco

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.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2

Horror, Mystery, and Suspense in Literature & Media

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 weeks

Standards

Reading Domain

RL.CR.8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

Writing Domain

W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Speaking and Listening Domain	
SL.PE.8.1.	<p>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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.II.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.
Social Justice Standards	
DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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)	
Formative Assessments	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> ● Readers of horror understand the characteristics of these genres and consider its societal impact. 	<ul style="list-style-type: none"> ● 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.

<ul style="list-style-type: none"> • Readers of horror films consider various techniques that directors utilize to establish a mood and propel action. 	<ul style="list-style-type: none"> • Readers consider typical elements present in a horror film and uncover specific choices that a film director makes to create a specific mood. <ul style="list-style-type: none"> ○ 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.
<ul style="list-style-type: none"> • Readers consider how writers convey a sense of horror/suspense in short stories. 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ Forehsadowing ○ Mood ○ Tone ○ Imagery ○ Protagonist/Antagonist ○ Conflict ○ Symbolism

Suggested Resources/Technology Tools

Suggested Films:

Birds
Psycho
Rear Window (pair with modern film *Disturbia*)
North by Northwest
Vertigo
The Sixth Sense
Nerve
Knives Out
Knives Out 2
Red Eye
The Baby-Sitter
Clue
Murder On the Orient Express
Lights Out
Scary Stories to Tell in the Dark

Suggested Short Story Texts:

“Sorry, Wrong Number” Lucille Fletcher

“Click Clack The Rattle Bag” Neil Gaiman (to demonstrate pacing)

<https://rickmanhchs.files.wordpress.com/2017/09/click-clack-the-rattle-bag.pdf>

“Death By Scrabble” Charlie Fish

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.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

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 Domain

RL.CR.8.1	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.IT.8.3.	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
RL.PP.8.5	Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).

Writing Domain	
W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PE.8.1.	<p>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.</p> <p>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.</p> <p>B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
SL.II.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.
Social Justice Standards	
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.		
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.		
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9.4.8.IML.10	Examine the consequences of the uses of media		
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.		
Enduring Understandings:			
<ul style="list-style-type: none"> • 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. 	Essential Questions:		
		<ul style="list-style-type: none"> • 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)			
Formative Assessments			
Objectives (SLO)			
Students will know: (Goals)		Students will be able to: (Teaching Points)	

<ul style="list-style-type: none"> ● Readers consider the role and purpose of literature and digital media in our society. 	<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● Readers (of literature and film) analyze how an author/director develops and contrasts the points of view of different characters in texts. 	<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ In film (for example): <ul style="list-style-type: none"> ■ Contrasts of light vs dark ■ Music to establish mood ■ Camera angles

Suggested Resources/Technology Tools

Suggested Documentaries:
Catfish
Won't You Be My Neighbor
Hoop Dreams
Unlocking the Cage
When We Were Kings

13th (Pair with Just Mercy)
D.B. Cooper Where Are You
7 Yards-The Chris Norton Story
Bully
Sisters on Track

Suggested Films:

Just Mercy
Green Book
Pay It Forward
Dead Poets Society
School Ties
Saint Vincent

Suggested Texts:

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.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

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Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Consider the environmental, social and economic impacts of decisions.
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- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity increase collaboration and communicate effectively.

- Work productively in teams while using cultural/global competence

Unit 4	
Science Fiction, Fantasy & Dystopian Stories in Literature & Film	
Summary and Rationale	
<p>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.</p>	
Recommended Pacing	
8-10 weeks	
Standards	
Reading Domain	
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RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.
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SL.II.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.
Social Justice Standards	
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
Career Readiness, Life Literacies and Key Skills	
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9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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)	
Formative Assessments	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)

<ul style="list-style-type: none"> ● Readers identify the characteristics of science fiction and dystopian texts. 	<ul style="list-style-type: none"> ● Readers of science fiction and dystopian texts consider the following as they unpack the defining characteristics of the genre: <ul style="list-style-type: none"> ○ Setting ○ Characters ○ Conflict ○ Mood ○ Symbolism ○ Imagery ○ Foreshadowing
<ul style="list-style-type: none"> ● Readers of dystopian and science fiction texts uncover various themes presented in texts. 	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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.
<ul style="list-style-type: none"> ● Readers analyze specific choices that directors make in films and the impact of those choices. 	<ul style="list-style-type: none"> ● Readers consider the following as they analyze the director's film choices: <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ Readers might state: I think the director chose...because... ● Readers 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:

The Hunger Games (series or just the first film)

The Giver

Divergent (the series or just the first film)

Pleasantville
The Truman Show
E.T. the Extra-Terrestrial
Hancock
The Fifth Wave
City of Ember
Ender's Game
Maze Runner
Never Let Me Go

Suggested Texts/Short Stories:

“Paralysis” Claude Ecken

“They’re Made Out of Meat” Terry Bisson (<https://www.commonlit.org/en/texts/they-re-made-out-of-meat>)

“Examination Day” Henry Slesar (<https://www.commonlit.org/en/texts/examination-day>)

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.

Tier 1 Modifications and Accommodations

Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.

- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Animated Film Study

Summary and Rationale

In this final unit, students will have an opportunity to make connections between animated films and other cultures and social issues. . The goal is to create, understand, or consider socially responsible reactions to the depiction of various cultures and social issues in films created for children. Students will consider personal experiences and individual research to support their understanding and deepen their analysis. Students will collaboratively work with peers to discuss the significance and impact these animated films have on childrens’ perceptions and a separate understanding of more a more mature audience. Ultimately, students will explore how the importance and significance of animated films molds the minds of children and how their perceptions are created as they get older.

Recommended Pacing

8-10 weeks

Standards

Reading Domain

RL.CR..8.1.	Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.
RL.CI.8.2.	Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
RL.IT.8.3	Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple

	text types, including across literary and informational texts.
RL.TS.8.4	Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
RL.MF.8.6.	Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person’s life story in both print and multimedia), as well as what is emphasized or absent in each work.
Writing Domain	
W.RW.8.7.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Domain	
SL.PE.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.II.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.
Social Justice Standards	
JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.

AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.
DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.
Career Readiness, Life Literacies and Key Skills	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect .
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
9.4.8.IML.10	Examine the consequences of the uses of media
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
Enduring Understandings:	
Essential Questions:	
<ul style="list-style-type: none"> Viewers create, understand, or consider socially responsible reactions to animated films which may or may not be culturally or socially appropriate and what the films communicate about people and events in our past and present. 	<ul style="list-style-type: none"> How do animated films portray various cultures and social issues? How and why are these portrayals appropriate or not? How do readers make comparisons across similar works in literature & film?

<ul style="list-style-type: none"> • Readers make comparisons across similar works in literature & film by noting ways that a film can portray an event vs a written text. 	
Evidence of Learning (Assessments)	
Final SGO assessment: (LIT MEDIA) SGO ASSESSMENT #1	
Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
<ul style="list-style-type: none"> • Viewers of film analyze how an director develops and contrasts the points of view of different characters and cultures in films. 	<ul style="list-style-type: none"> • Viewers identify various points of view and cultures while considering their perspectives or beliefs. • Viewers consider the journey of characters and understand how culture shapes and impacts the development of their character. • Viewers analyze how defining moments of impact can change or shape a person's journey. • Viewers consider how particular lines of dialogue or incidents in a story reveal aspects of a character. • Readers use evidence from outside resources and research to support their interpretations. • Viewers use conversations with others to reflect upon and refine their thinking. • Readers write to expand their thinking about perspectives in films. • Readers analyze specific word choice and/or director moves that impacts a viewer's perception. <ul style="list-style-type: none"> ○ In film (for example): <ul style="list-style-type: none"> ■ Contrasts of light vs dark ■ Music to establish mood ■ Camera angles

<ul style="list-style-type: none"> ● Viewers analyze specific choices that directors make in films and the impact of those choices. 	<ul style="list-style-type: none"> ● Viewers consider the following as they analyze the director’s film choices: <ul style="list-style-type: none"> ○ Camera angles ○ Perspective shots ○ Fade in/Fade out ● Viewers consider the impact of a director's choices and discuss the reasons behind a director’s choices. ● Viewers use conversations to share ideas and debate. <ul style="list-style-type: none"> ○ Viewers might state: I think the director chose...because... ● Viewers use evidence from the film to support their thinking. ● Viewers compare and contrast varied directors’ approaches and consider the impact it has on the viewer. ● Viewers write to record and expand upon their thinking.
<ul style="list-style-type: none"> ● Viewers consider the role and purpose of animated storytelling in our society and how it affects all of society. 	<ul style="list-style-type: none"> ● Viewers consider the different impact that animation has on the viewer’s experience of cultures and of life lessons. ● Viewers determine the power of film and why it has such an impact on others. ● Viewers understand various film terms to support their ability to analyze films. ● Viewers understand the importance of conducting short research and considering background information to deepen their understanding of animated films.
<p>Suggested Resources/Technology Tools</p>	
<p>Suggested Film: <i>Encanto</i> <i>Coco</i> <i>Pocahontas</i> <i>Mulan</i> <i>Moana</i> <i>Zootopia</i> <i>The Princess and The Frog</i> <i>Brave</i> <i>Lilo and Stitch</i> <i>Raya and the Last Dragon</i></p>	

The Hunchback of Notre Dame
Inside Out

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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