

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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**Course Title:** Film Studies

**Curricular Area:** English

**Course Number:** ENG093

**Length:** one semester

**Grade Level:** 11-12

**Developed by:** Chris Montgomery

**Prerequisites:** Passed English I and English II

**Course Description:**

The purpose of this course is to help students improve reading, writing and critical thinking skills that will assist them in meeting standards in the core Language Arts curriculum. In addition students will develop listening skills, literary analysis, and film analysis skills.

Possible careers in the film industry will also be discussed.

**Instructional Materials**

## SEMESTER 1

**TEXTBOOK:**  
**Literature**

The Analysis of Film by Raymond Bellour  
Emma by Jane Austin  
Pay It Forward by Catherine Ryan Hyde  
The Autobiography of Miss Jane Pittman by Ernest J. Gaines

**FILMS:**

Triumph of the Spirit

The Autobiography of Jane Pittman TV  
Life is Beautiful PG13  
The Birds BR

Unit: Between Generations

Guess Who's Coming to Dinner PG  
On Golden Pond PG  
My Family/Mi Familia PG13  
My Big Fat Greek Wedding PG

Unit: Standing Apart

Pay It Forward PG13  
Troop Beverly Hills PG  
The Big Sleep BR

Unit: Many Shapes of Love

Emma PG  
Clueless PG13  
North by Northwest BR  
Tortilla Soup PG13

## SEMESTER 2

**TEXTBOOK:**  
**Literature**

The Analysis of Film by Raymond Bellour  
Snow Falling on Cedars by David Guterson  
The Lone Ranger & Tonto First Fight in Heaven by Sherman Alexie

**FILMS:**

Unit: It's Not Fair  
Snow Falling on Cedars PG13  
The Way We Were PG  
Marnie PG

Unit: Need to Succeed  
Rudy PG  
Stand and Deliver PG  
Legally Blond PG13

Unit: Secrets and Deceptions  
Music Box PG13  
Smoke Signals PG13  
Psycho BR

Unit: Youth on the Threshold  
Selina PG  
Finding Forrester PG13  
Gigi G

NOTE: ratings from [www.filmratings.com](http://www.filmratings.com)  
BR=before ratings  
TV=TV movie

**Grading Criteria**  
ACTIVITY

PERCENTAGES

Daily Time Logs, Film Write-ups And Class participation	50%
Essays, tests	25%
Reading	<u>25%</u>
TOTAL	100%

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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UNIT I: Between Generation

Length: 1<sup>st</sup> Quarter, weeks 1-4

Instructional Materials:

The Analysis of Film by Raymond Bellour  
Guess Who's Coming to Dinner PG  
On Golden Pond PG  
My Family/Mi Familia PG  
My Big Fat Greek Wedding PG

**Content Standards Covered:**

**READING**

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchal structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**WRITING**

- 1.1 Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.7 Use systematic strategies to organize and record information.
- 2.0 Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each.
- 2.3 Write reflective compositions.

**WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS**

- 1.0 Students write and speak with a command of standard English conventions.
- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

---

**LISTENING AND SPEAKING**

- 1.1 Students recognize strategies used by the media to inform, persuade, entertain, and transmit culture.
- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.8 Use effective and interesting language.
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects. To create effective productions.
- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

**Links To ESLRs:**

This unit will help the students become critical thinkers by analyzing the art and craft of telling stories on film, the class will study how editing is used to control pace, tension, suspension and drama. In addition, this class will help the student become an effective communicator both through written and oral presentations.

**Brief Overview of the unit (including curricular context):**

FILM STUDIES is a one-semester course for juniors and seniors that will compare screenplay format to its literary counterpart. To understand the art and craft of telling stories on film, the class will study how editing is used to control pace, tension, suspension and drama. We will also study camera shots, angles and how they control scenes, mood, atmosphere and symbolism. As with literature, the class will analyze story structure, characterization, foreshadowing and themes with a critical eye. Then we will compare this with a film's counterpart - the written word (books). We will also discuss possible careers in the film industry.

**Identified Desired Knowledge and Skills:**

Students will know how to analyze the story structure, characterization, foreshadowing and themes told in film as well as in published works.

Students will be able to write critical analysis of film as well of published works.

Students will understand the art and craft of telling stories on film as compared to telling a story with the written word. They will also understand how camera shots, angles, and how a film director controls scenes, mood, atmosphere and symbolism with these tools.

**Determining Acceptable Evidence:**

Students will demonstrate understanding by note taking during film. They will write every time the camera angle changes and also the scene. A one page written analysis will be due at the end of the film with the notes taken during the film attached. Students will also demonstrate understanding by tests. Class participation will be required of all students.

**Learning Experiences and Instruction:**

Students will be given instruction on how film producers tell stories compared to authors. The students will watch films and write as the film is being taken. A clock on the wall will help the students make notes at least every five minutes as well as every scene change. This class is a very active writing experience as well as critically thinking to understand how the producer is telling the story. In addition, the students will be pulling plot apart of the story show on film. This will include: exposition, conflict, rising action, climax and resolution. The students will analyze the point of view, characterization and the theme of the movie, as well as symbols used. This analysis will be included in the final write up (homework) that will be required for each film.

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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UNIT II: Many Shapes of Love

Length: 1<sup>st</sup> Quarter, weeks 5-9

Instructional Materials:

The Analysis of Film by Raymond Bellour

Emma PG

Clueless PG13

North by Northwest BR

Tortilla Soup PG13

**Content Standards Covered:**

**READING**

- 1.0 Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
- 2.0 Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.
- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject
- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**WRITING**

- 1.0 Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.
- 1.1 Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.7 Use systematic strategies to organize and record information.
- 2.0 Students combine the rhetorical strategies of narration, exposition, persuasion, and description to

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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- produce texts of at least 1,500 words each.  
2.2 Write response to literature.

### **WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS**

- 1.0 Students write and speak with a command of standard English conventions  
1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.  
1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.  
1.3 Reflect appropriate manuscript requirements in writing.

### **LISTENING AND SPEAKING**

- 1.1 Students recognize strategies used by the media to inform, persuade, entertain, and transmit culture.  
1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.  
1.8 Use effective and interesting language.  
1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.  
1.10 Evaluate when to use different kinds of effects. To create effective productions.  
1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

### **Links To ESLRs:**

This unit will help the students become critical thinkers by analyzing the art and craft of telling stories on film, the class will study how editing is used to control pace, tension, suspension and drama. In addition, this class will help the student become an effective communicator both through written and oral presentations.

### **Brief Overview of the unit (including curricular context):**

FILM STUDIES is a one-semester course for juniors and seniors that will compare screenplay format to its literary counterpart. To understand the art and craft of telling stories on film, the class will study how editing is used to control pace, tension, suspension and drama. We will also study camera shots, angles and how they control scenes, mood, atmosphere and symbolism. As with literature, the class will analyze story structure, characterization, foreshadowing and themes with a critical eye. Then we will compare this with a film's counterpart - the written word (books). We will also discuss possible careers in the film industry.

### **Identified Desired Knowledge and Skills:**

Students will know how and how to analyze the story structure, characterization, foreshadowing and themes told in film as well as in published works.

Students will be able to write critical analysis of film as well of published works.

Students will understand the art and craft of telling stories on film as compared to telling a story with the written word. They will also understand how camera shots, angles, and how a film director controls scenes, mood, atmosphere and symbolism with these tools.

### **Determining Acceptable Evidence:**

Students will demonstrate understanding by note taking during film. They will write every time the camera angle changes and also the scene. A one page written analysis will be due at the end of the film with the notes taken during the film attached. Students will also demonstrate understanding by tests. Class participation will be required of all students.

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

---

**Learning Experiences and Instruction:**

Students will be given instruction on how film producers tell stories compared to authors. The students will watch films and write as the film is being taken. A clock on the wall will help the students make notes at least every five minutes as well as every scene change. This class is a very active writing experience as well as critically thinking to understand how the producer is telling the story. In addition, the students will be pulling plot apart of the story show on film. This will include: exposition, conflict, rising action, climax and resolution. The students will analyze the point of view, characterization and the theme of the movie, as well as symbols used. This analysis will be included in the final write up (homework) that will be required for each film.

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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UNIT III: Triumph of the Spirit

Length: 2<sup>nd</sup> Quarter, weeks 1-4

Instructional Materials:

The Analysis of Film by Raymond Bellour  
The Autobiography of Jane Pittman TV  
Life is Beautiful PG13  
The Birds BR

**Content Standards Covered:**

**READING**

- 2.7 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchal structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.8 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.9 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.10 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- 2.11 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.
- 3.4 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.5 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both
- 3.10 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**WRITING**

- 1.6 Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.7 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 1.8 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.9 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
- 1.10 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.12 Use systematic strategies to organize and record information.
- 3.0 Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each.
- 2.6 Write reflective compositions.

**WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS**

- 1.0 Students write and speak with a command of standard English conventions.
- 1.5 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.6 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.7 Reflect appropriate manuscript requirements in writing.



Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

---

### **LISTENING AND SPEAKING**

- 1.1 Students recognize strategies used by the media to inform, persuade, entertain, and transmit culture.
- 1.8 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.13 Use effective and interesting language.
- 1.14 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.15 Evaluate when to use different kinds of effects. To create effective productions.
- 1.16 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

### **Links To ESLRs:**

This unit will help the students become critical thinkers by analyzing the art and craft of telling stories on film, the class will study how editing is used to control pace, tension, suspension and drama. In addition, this class will help the student become an effective communicator both through written and oral presentations.

### **Brief Overview of the unit (including curricular context):**

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### **Identified Desired Knowledge and Skills:**

Students will know how to analyze the story structure, characterization, foreshadowing and themes told in film as well as in published works.

Students will be able to write critical analysis of film as well of published works.

Students will understand the art and craft of telling stories on film as compared to telling a story with the written word. They will also understand how camera shots, angles, and how a film director controls scenes, mood, atmosphere and symbolism with these tools.

### **Determining Acceptable Evidence:**

Students will demonstrate understanding by note taking during film. They will write every time the camera angle changes and also the scene. A one page written analysis will be due at the end of the film with the notes taken during the film attached. Students will also demonstrate understanding by tests. Class participation will be required of all students.

### **Learning Experiences and Instruction:**

Students will be given instruction on how film producers tell stories compared to authors. The students will watch films and write as the film is being taken. A clock on the wall will help the students make notes at least every five minutes as well as every scene change. This class is a very active writing experience as well as critically thinking to understand how the producer is telling the story. In addition, the students will be pulling plot apart of the story show on film. This will include: exposition, conflict, rising action, climax and resolution. The students will analyze the point of view, characterization and the theme of the movie, as well

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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as symbols used. This analysis will be included in the final write up (homework) that will be required for each film.

Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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UNIT IV: Standing Apart

Length: 2<sup>nd</sup> Quarter, weeks 5-9

Instructional Materials:

The Analysis of Film by Raymond Bellour

Pay It Forward PG13

Troop Beverly Hills PG

The Big Sleep BR

**Content Standards Covered:**

**READING**

- 2.12 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchal structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.13 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.14 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.15 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
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- 3.11 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

**WRITING**

- 1.11 Demonstrate an understanding of the elements of discourse when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.12 Use point of view, characterization, style, and related elements for specific rhetorical and aesthetic purposes.
- 1.13 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.14 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids; and the issuance of a call for action.
- 1.15 Use language in natural, fresh, and vivid ways to establish a specific tone.
- 1.17 Use systematic strategies to organize and record information.
- 4.0 Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each.
- 2.7 Write reflective compositions.

**WRITTEN AND ORAL ENGLISH-LANGUAGE CONVENTIONS**

- 1.0 Students write and speak with a command of standard English conventions.
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Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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- 1.10 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.11 Reflect appropriate manuscript requirements in writing.

**LISTENING AND SPEAKING**

- 1.1 Students recognize strategies used by the media to inform, persuade, entertain, and transmit culture.
- 1.12 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.18 Use effective and interesting language.
- 1.19 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
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**Learning Experiences and Instruction:**

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Colton Joint Unified School District  
Course Description for **Film Studies (32931)**

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resolution. The students will analyze the point of view, characterization and the theme of the movie, as well as symbols used. This analysis will be included in the final write up (homework) that will be required for each film.

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