



Mountain Range High School
 12500 Huron Street • Westminster, CO 80234
 Office: (720) 972-6300 • Fax: (720) 972-6529
<http://www.mountainrange.adams12.org>



Lit to Film

School Year	2020-2021	Teacher Name	
Office		Website	
Phone		Blog	
Email Address			

Course Name	Literature to Film			
Course Description	This semester course examines the relationship between literature and film. Students will read a variety of texts, examine the corresponding film adaptations, and analyze the adaptations of the written word to film. Students will also consider how the strategies applied to critical reading of fiction and non-fiction can also be applied to critical viewing. Texts and their film counterparts will be chosen from a variety of literary genres including novels, plays, poetry and short stories. Students will participate in several independent and group inquiry projects based on student choice from topics related to a text or genre that has been represented in film.			
Unit of Study	Approximate Timeline of Unit	*List of texts at end	Text(s) support students with the following assessments:	Targeted Date of Assessment
The Language of Film and Literature	2 weeks	A variety of short stories and short movie clips	One-page Responses, Storyboarding, Dialectical Journals	Quarter 1
Genre and Form Study	4 weeks	Articles, website research, film clips	Genre Research Project/Presentation on Language of Film and Literature	Quarter 1
Literary and Film Analysis	10 weeks	A variety of short stories, poems, plays, and a novella	Short Film Presentation, Comprehension and Analysis Assessment of Unit Texts	Quarters 1 & 2
In the "Reel" World: Documentary Film	2 weeks	A variety of articles and essays will be studied	Annotated Bibliography, Documentary Plan, Multimedia Presentation	Quarter 2
<p>Though parents or students may opt out from materials with mature content by providing an email or other written request for assignment of alternate material to the instructor, it is my commitment as an instructor to never present controversial material without guidance and purpose. The written notice should be provided to the instructor at least five school days prior to the planned commencement of the mature content so that the instructor has adequate time to identify alternative materials and instructional supports for the student. An opt-out notice provided less than five school days in advance of commencement of the material shall not preclude the students/parent from opting out but may delay the identification of alternative materials and implementation of alternative instructional supports.</p>				

For additional information regarding primary texts in alignment with Superintendent Policy 6230, the links below are intended to provide families with multiple perspectives

(The opinions and views expressed at or through these websites are the opinions of the designated authors and do not necessarily reflect the opinions or views of the classroom teacher.)

- Amazon book reviews: www.amazon.com
- Goodreads: www.goodreads.com
- Common Sense Media: www.common Sense Media.org
- Kirkus Reviews: <https://www.kirkusreviews.com>
- Thriving Family--A Focus on the Family publication: www.thrivingfamily.com/family/Media.aspx



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Grading Scale		Grade Percentages/Weights	
A	90-100	Writing	30%
B	80-89	Reading	30%
C	70-79	Language	30%
D	60-69	Practice	10%
F	59 or below	*Weekly progress grades are posted at https://ic.adams12.org/campus/portal/adams12.isp	

Assessment/Practice Proficiency Levels	
4	Advanced Understanding of the Standard
3	Meets the Standard
2	Approaches the Standard
1	Does not Meet the Standard
M	Missing

General Expectations
<ul style="list-style-type: none"> Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. Summative: 90% Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) All Summative Assessments will have a score of 4, 3, 2, 1, or M. Formative: 10% Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, etc. Formative Assessments may be marked with a 4, 3, 2, 1, M, as well as an S for Satisfactory, an I for Incomplete, or a U for Unsatisfactory. Assessments will be graded based on teacher/district/state rubrics. On group projects, students will receive a grade for individual work and a group grade. Grades are based on achievement of Content Standards and Grade Level Expectations.
Class Expectations
<p>Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.</p>

Students are held to the Academic Integrity Policy for Mountain Range High School.

Texts, Authors/Films Frequently Used

- * *The Birds*, Daphne du Maurier/*The Birds*
- * *Psycho*, Robert Bloch/*Psycho*
- * *The Body*, Stephen King/*Stand by Me*
- * *The Mosquito Coast*, Paul Theroux/*The Mosquito Coast*
- * *Where are You Going, Where Have You Been?*, Joyce Carol Oates/*Smooth Talk*
- * *This is What it Means to Say Phoenix, Arizona*, Sherman Alexie/*Smoke Signals*
- * *The Graduate*, Charles Webb, Paul Simon lyrics/*The Graduate*
- * *The Kugelmass Episode*, Woody Allen; *Babylon Revisited*, Fitzgerald/*Midnight in Paris*
- * *Out of Africa* and *Shadows on the Grass*, Isak Dinesen/*Out of Africa*
- * *In Cold Blood*, Truman Capote/*Capote*
- * *Duino Elegies* - The First and Second Elegy, Rainer Maria Rilke/*Wings of Desire*
- * Pablo Neruda poetry/*Il Postino*
- * *Memento Mori*, Jonathan Nolan/*Memento*
- * *The Snows of Kilimanjaro*, Ernest Hemingway
- * *The Swimmer*, John Cheever/*The Swimmer*
- * *The Zoo Story*, Edward Albee/*Who's Afraid of Virginia Woolf?*
- * *Big Fish*, Daniel Wallace/*Big Fish*