

Crook County School District

where students dream, learn, & succeed



<u>School:</u> Crook County High School		<u>Instructor:</u> Picard
<u>Course:</u> Film as Literature		<u>Email:</u> rebekah.picard@crookcountyschools.org
☐	Trimester #1	<u>Phone:</u> 541-416-6900 ext. 3153
☐	Trimester #2	<u>Methods for Communicating with Families:</u> Phone and email
☒	Trimester #3	
<u>Course Description:</u> ● In “Film as Literature,” students learn to view films as an art form and as a means of communication beyond their entertainment purpose. They are taught to “read” a film much like they would a novel or short fiction, analyzing its structure and story elements, allowing the student to use a visual art form to strengthen their understanding of written art forms. Students will interpret, analyze, and discuss the films to identify literary elements, such as themes, symbols, conflicts, and characters.		
<u>Learning Standards/Targets:</u> 1. Apply the techniques of literary analysis to the study of film 2. explain how a film communicates meaning through various cinematic, cultural, and genre codes 3. evaluate works of cinematic art from a variety of perspectives 4. Discuss how film both reflects and shapes the culture in which it is produced and consumed specifically: ● What must an individual do to be considered a hero? Are heroes born or are they made as a result of experiences? . ● How is the hero’s journey a reflection of universal human experience? . ● What makes a character a hero? ● Do all heroes share certain traits? ● Who are some modern heroes who fit Campbell’s heroic formula? ● How does a hero teach us about his society or culture		
<u>Instructional Materials:</u> ● Films, Videos/Other Electronic Media: 1. The Greatest Showman 2. Napoleon Dynamite 3. Goodwill Hunting 4. Guardians of the Galaxy (2014)		

5. Lord of the Rings: The Fellowship of the Ring
6. Remember the Titans
7. Stand by Me
8. The sixth sense
9. The Village
10. Legally Blond
11. Barbie Movie

Ted Talk: How Movies teach Manhood

https://www.ted.com/talks/colin_stokes_how_movies_teach_manhood?subtitle=en

The Hero's Journey in Lord of the Rings

<https://eac.libguides.com/c.php?g=723550&p=5368501>

Ted Talk: What makes a hero?

https://www.ted.com/talks/matthew_winkler_what_makes_a_hero?subtitle=en

Hero and the Hero's Journey website

https://cdn.shopify.com/s/files/1/2084/0507/files/Hero_Journey_Unit.pdf?14636189831226987776

- Other Supplementary Curriculum (Articles, etc.):

“A Practical Guide to Joseph Cambell's The Hero with a Thousand Faces” by Christopher Vogler

All Instructional Materials must comply with CCSD School Board [Policy IIA](#) & [Policy IIA-AR](#). A copy of core and supplemental curriculum will be available in the curriculum office for review.

A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

Notification of the Right to Object to the Use of Material:

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection to materials is consultation with the classroom teacher or library staff and providing a written complaint. The district official or staff member initially receiving a complaint shall explain to the complainant the district's selection procedure, criteria and qualifications of those persons selecting the material. A classroom teacher receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment. The materials shall remain in use unless removed through the procedure in section 4. F. (2) of this regulation.

The teacher or library staff receiving the initial complaint shall advise the principal of the initial contact within 24 hours, whether or not the complainant has apparently been satisfied by the initial contact. A written record of

the contact shall be maintained by the principal and sent to the superintendent's office.

In the event that the person making an objection to material is not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who will provide a Request for Reconsideration form.

For more details, see [CCSD School Board Policy IIA-AR](#).

Citizenship, Classroom Rules, Behavior Expectations:

- *The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's policies, administrative regulations, school and classroom written rules, pursue the prescribed course of study, submit to the lawful authority of teachers and school officials and conduct themselves in an orderly manner during the school day and during district-sponsored activities.*

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured to each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment.

- *See [CCSD Board Policy JFC](#) for more details.*

Grading System:

- *The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements at the student's current grade level or course content level, and be based on the student's progress toward mastery of a continuum of knowledge and skills outlined in Oregon State Standards. Absenteeism or misconduct shall not be the sole criterion for the reduction of students' grades. Behavioral performance shall be reported separately. The district will use letter grades (A,B,C,D,F) that can be converted into a 4 to 0 reporting system in grades 6-12. All AP courses are graded on a 5.0 grading scale.*
- *Grades will be based on many factors, such as: basic instructional assignments, both oral and written; results from various assessment instruments, including critical content short cycle assessments as well as quizzes and exams; class participation; special assignments; research; activities of various types of kinds and special contributions.*
- *See CCSD School Board [Policy IKA](#), [Policy IK](#), & [Policy IK-AR](#) for more details.*

Grading Scale:

- *A+: 100-98 A: 97-93 A-: 92-90*
- *B+: 89-88 B: 87-83 B-: 82-80*
- *C+: 79-78 C: 77-73 C-: 72-70*
- *D+: 69-68 D: 67-63 D-: 60-62*
- *F: 59-0*

Course Grading Criteria/Weighting

Classwork/Writing Assignments/Projects=100%

**[Policy IK-AR](#): Achievement of learning standards will be assessed separately from behavior.*

Make Up Policy:

- 1) **Assessment Retakes:** [Policy IK-AR](#) Teachers will provide students with multiple opportunities to demonstrate mastery of each standard. Students will be provided with at least two opportunities to retake assessments. A student who retakes an assessment will not be penalized. Teachers can modify assessments (more rigorous to account for greater time allowed for preparation.) Teachers will determine student requirements for assessment retakes that align with Policy IK-AR.

2) **Homework/Daily Work:** *Achievement of learning standards will be assessed separately from behavior (i.e. attendance, disruption, late work, tardiness, preparation, effort, attitude, etc.).*

Student Name (Please print):

Parent Signature: