

Film as Literature

Unit 1: "Say Hello to my Little Friend" (Fiction)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language. System and Structure of Language. 11-12.1.](#) Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language. 11-12.2.](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. [Reading Literature. Close Reading of Text. 11-12.1.](#) Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2.](#) Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3.](#) Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4.](#) Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5.](#) Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6.](#) Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RL.CT.11–12.8. [Reading Literature.Comparison of Texts.11-12.8.](#) Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Writing Domain

W.NW.11–12.3. [Writing.Narrative Writing.11-12.3.](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. [Writing.Writing Process.11-12.4.](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.RW.11–12.7. [Writing.Range of Writing.9-10.7.](#) 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.

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Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#).Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. [Speaking and Listening.Integrate Information.11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.11-12.3](#).Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 [Speaking and Listening.Present Information.11-12.4](#). Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#).Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without

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9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	permission or appropriate credit.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
Central Idea/Enduring Understanding: In this unit, students will explore how fictional films create complex characters and relationships that reveal universal human desires, conflicts, and moral dilemmas. By analyzing dialogue, visual composition, and narrative structure, students will understand how films function as literature, utilizing elements like symbolism, archetypes, and character development to build meaning. They will also consider how protagonists and antagonists shape each other's journeys and the story's themes, exploring how different genres and cinematic techniques influence the portrayal of fictional friendships, rivalries, and transformative encounters.		Essential/Guiding Question: How do fictional films use character relationships and conflicts to explore universal themes, and what techniques make these stories resonate with audiences?
Content: Character Development and Archetypes • Analysis of protagonists and antagonists, including how their relationships shape each other's journeys. • Study of archetypes (e.g., hero, mentor, sidekick, villain) and how they enhance storytelling in film. • Exploration of character motivations and the development of fictional friendships, rivalries, or mentorships. Plot Structure and Conflict • Examination of common plot structures in fictional films, such as the Hero's Journey or three-act structure. • Discussion on different types of conflict (internal vs. external, man vs. man, man vs. society, etc.) and their role in advancing the plot. • Examples of escalating conflict and how it impacts character development and audience engagement. Themes and Symbolism • Identification of recurring themes in fictional films, such as loyalty, betrayal, ambition, and redemption. • Study of symbolism and visual metaphors used in film to deepen themes and convey subtext.		Skills(Objectives): Analyze Character Development • Identify and evaluate the development of protagonists and antagonists, discussing how their interactions shape the film's themes and messages. • Explain how archetypes and character motivations contribute to narrative tension and influence audience perception. Interpret Cinematic Techniques • Analyze how filmmakers use techniques like camera angles, lighting, and color symbolism to enhance character relationships and underscore themes. • Evaluate the role of sound, music, and dialogue in shaping mood and emphasizing significant moments within character interactions. Examine Plot Structure and Conflict • Deconstruct plot structures (such as the Hero's Journey or three-act structure) to understand how conflict and resolution contribute to character arcs. • Compare different types of conflict (internal vs. external, character vs. society, etc.) to determine how they propel the story and affect character relationships. Identify and Discuss Themes and Symbolism • Identify central themes in selected films, such as loyalty, betrayal, ambition, or redemption, and discuss how these themes are expressed through characters and storylines.

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- Analysis of how symbols create layers of meaning, influencing interpretations of characters and their relationships. Cinematic Techniques as Literary Devices - Introduction to techniques like mise-en-scène, lighting, camera angles, and color symbolism, and how they contribute to character and theme. - Analysis of dialogue, monologues, and significant one-liners (e.g., iconic lines like “Say hello to my little friend”) and their impact on storytelling. - Examination of editing techniques, such as flashbacks or cross-cutting, to highlight relationship dynamics or build suspense. Genre-Specific Elements - Exploration of how genre (action, drama, thriller, etc.) influences the portrayal of friendships, rivalries, and character dynamics. - Discussion on genre conventions and expectations, and how they affect audience perception of characters and relationships. - Comparative analysis of character interactions across different genres to understand how genre shapes narrative tone and theme. Critical Viewing and Analysis - Practice in viewing and analyzing key scenes to identify how elements like tone, tension, and pacing contribute to character arcs and thematic depth. - Discussions on how audience perspective and cultural context can alter interpretations of characters and their moral decisions. - Writing analytical responses that examine how a particular character or relationship drives the film's message or thematic focus.	- Interpret symbolism within key scenes and explain how these symbols reinforce the film's themes and character dynamics. Evaluate the Impact of Genre on Storytelling - Compare and contrast how genre conventions (e.g., crime, thriller, fantasy) shape the portrayal of friendships, rivalries, and moral conflicts. - Analyze how genre influences narrative tone and audience expectations, exploring how it shapes interpretations of characters and their decisions. Develop Critical Viewing Skills - Practice critical viewing by dissecting key scenes, using evidence from the film's narrative, visual style, and sound to support their interpretations. - Produce analytical responses that examine how character dynamics, cinematic techniques, and genre choices work together to convey the film's message. Enhance Written and Oral Communication - Write clear scene analyses that address specific elements of character, plot, and technique, using precise film terminology. - Engage in class discussions and presentations, articulating their insights on character relationships and cinematic elements and responding to peers' interpretations.
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Interdisciplinary Connections:

History: Study how films reflect the historical context in which they were made. For instance, The Godfather reflects themes of family loyalty and power against the backdrop of American immigrant struggles.

Psychology: Analyze characters' motivations, psychological struggles, and relationships provides insights into psychological concepts such as personality theory, moral development, and group dynamics.

Stage 2: Assessment Evidence

Performance Task(s):

Character Journal
Cinematic Techniques Reflection Journal
Scene Analysis Presentation
Narrative Writing

Other Evidence:

Reading Assignments
Writing Assignments
Interviews
Teacher observations and conversations
Student self-reflection
Informal checks for understanding
Writing and viewing conferences
Class discussion

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	Small and large group work Peer collaboration Socratic seminars Discussion blogs Classwork Homework Teacher created projects and assessments		
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text. Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions. Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).	<u>Resources:</u> <i>The Godfather</i> <i>Goodfellas</i> <i>Fight Club</i> <i>Scarface</i> <i>Pulp Fiction</i> <i>Star Wars Series</i> <i>Toy Story Series</i> <i>The Dark Knight</i> www.imdb.com www.rogerebert.com www.afi.com https://oscar.go.com www.rottentomatoes.com <i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings and films will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.	Each unit for this course contains a variety of texts and films that relate to the major themes within that unit. The instructional routines are developed around these texts and films to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions

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All students will be encouraged to take advantage of tutoring and/or office hours when available.	All students will be encouraged to take advantage of tutoring and/or office hours when available.	use of audio/visual aids. All students will be encouraged to take advantage of tutoring and/or office hours when available.	Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 2: “I’ve got a feeling we’re not in Kansas anymore” (Science Fiction)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. **Language. System and Structure of Language. 11-12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. **Language. Knowledge of Language. 11-12.2.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. **Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

- RL.CR.11–12.1. [Reading Literature.Close Reading of Text.11-12.1](#). Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
- RL.CI.11–12.2. [Reading Literature.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
- RL.IT.11–12.3. [Reading Literature.Interactions Among Text Elements.11-12.3](#). Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.TS.11–12.4. [Reading Literature.Text Structure.11-12.4](#). Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
- RL.PP.11–12.5. [Reading Literature.Perspective and Purpose in Texts.11-12.5](#). Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- RL.MF.11–12.6. [Reading Literature.Diverse Media and Formats.9–10.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).
- RL.CT.11–12.8. [Reading Literature.Comparison of Texts.11-12.8](#). Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.

Writing Domain

- W.AW.11–12.1. [Writing.Argumentative Writing.11-12.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
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SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6 .Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
Integration of Climate Change: SL.UM.11–12.5. Speaking and Listening.Use Media.9-10.5 . Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
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9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
Central Idea/Enduring Understanding: In science fiction, filmmakers use imaginative worlds, futuristic technology, and speculative scenarios to explore universal questions about humanity, society, and the unknown. By venturing beyond the familiar, science fiction challenges viewers to confront ideas about identity, ethics, and the limits of human knowledge, often reflecting real-world issues through a lens of possibility and innovation. This genre prompts us to question our place in the universe, consider the consequences of scientific advancement, and explore what it means to be human in worlds that seem vastly different from our own yet reveal truths about our reality.		Essential/Guiding Question: How does science fiction use imagined worlds and futuristic technology to explore and reflect on real-world human experiences, ethical dilemmas, and societal challenges?
Content: Key Themes in Science Fiction • Exploration of Identity: How do science fiction films examine what it means to be human? • Ethical Dilemmas: The moral implications of technological advancements and scientific discoveries. • Societal Commentary: Reflection of contemporary social issues, including dystopian societies, surveillance, and the impact of technology on humanity. Cinematic Techniques and Storytelling		Skills (Objectives): Analyze Themes and Motifs • Identify and analyze central themes in selected science fiction films, such as identity, ethics, and societal challenges, and discuss how these themes relate to real-world issues. Evaluate Cinematic Techniques • Evaluate how filmmakers use visual and auditory techniques (e.g., cinematography, sound design, special effects) to create immersive worlds and

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• Visual World-Building: Techniques used to create immersive and believable sci-fi environments (e.g., set design, special effects, cinematography). • Narrative Structure: Analysis of plot development, pacing, and character arcs specific to the science fiction genre. • Sound and Music: The role of sound design and musical scores in enhancing the emotional and thematic depth of sci-fi films. Character Archetypes and Development • The Hero's Journey: Exploration of how protagonists navigate unfamiliar worlds and confront challenges. • Antagonists in Sci-Fi: Analysis of the role of villains, artificial intelligence, and societal structures in shaping conflict. Historical Context and Evolution of the Genre • Origins of Science Fiction: A brief overview of the genre's evolution from early literature to modern film, including influential authors and films. • Technological Advances: How advancements in technology have influenced the representation of science fiction in cinema over the decades. Comparative Analysis of Texts and Films • Literary Sources: Examination of science fiction literature that has been adapted into films, discussing differences in themes, character development, and narrative techniques. • Intertextuality: How themes and motifs in science fiction films resonate with or reflect real-world events and cultural shifts. Critical Perspectives on Science Fiction • Speculative Futures: Engaging with how science fiction imagines potential futures, both utopian and dystopian, and what those visions reveal about current societal values and fears. Film Analysis • Close Viewing Practices: Training students to analyze scenes for thematic depth, character development, and cinematic techniques. • Discussion and Reflection: Group discussions and written reflections on films viewed, promoting critical thinking about the messages conveyed through science fiction narratives.	convey themes, enhancing their understanding of the narrative. Examine Character Development • Analyze the development of characters, particularly protagonists and antagonists, and explore how their journeys reflect broader societal concerns and personal struggles. Interpret Narrative Structures • Examine the narrative structures commonly found in science fiction, such as the Hero's Journey, and discuss how these structures influence character arcs and thematic development. Compare Literary and Film Adaptations • Compare and contrast selected science fiction literature and its film adaptations, evaluating how different mediums shape the presentation of themes, characters, and narrative style. Engage in Critical Discussion • Participate in discussions that encourage critical thinking about the ethical and philosophical questions raised by science fiction narratives, fostering an appreciation for the genre's depth and relevance. • Reflect on the implications of science fiction narratives for contemporary society, considering how the genre challenges perceptions of technology, humanity, and the future.
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Interdisciplinary Connections:

History: Explore the historical context of technological advancements and societal changes that have influenced the development of science fiction as a genre. Analyze how specific films reflect or critique historical events, such as the Cold War or the rise of the digital age.

STEM: Discuss the scientific principles and technologies depicted in science fiction, encouraging critical thinking about the feasibility of such advancements and their potential societal impacts. This can include discussions on robotics, space exploration, and genetic engineering.

Stage 2: Assessment Evidence

Performance Task(s):

Sci-Fi Theme Infographic
Ethical Debate
Argumentative Writing

Other Evidence:

Reading Assignments
Writing Assignments
Reading Assignments
Writing Assignments
Journals
Interviews
Teacher observations and conversations
Student self-reflection
Informal checks for understanding
Writing and viewing conferences
Class discussion
Small and large group work
Peer collaboration
Socratic seminars
Discussion blogs
Classwork
Homework
Teacher created projects and assessments

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text.

Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions.

Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).

Resources:

Greenland
451 Fahrenheit
In Time
The Adjustment Bureau
Ted Talks - Clues to a Good Story

www.imdb.com
www.rogerebert.com
www.afi.com
<https://oscar.go.com>
www.rottentomatoes.com

The Film Experience - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers

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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings and films will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available. All students will be encouraged to take advantage of tutoring and/or office hours when available.	Each unit for this course contains a variety of texts and films that relate to the major themes within that unit. The instructional routines are developed around these texts and films to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills. All students will be encouraged to take advantage of tutoring and/or office hours when available.	Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids. All students will be encouraged to take advantage of tutoring and/or office hours when available.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 3: "Show me the Money" (Non-Fiction) Sports Doc, Interviews, Animation Docs

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. [Language.System and Structure of Language.11-12.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. [Language. Knowledge of Language.11-12.2](#). Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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L.VL.11–12.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1.](#) Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2.](#) Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3.](#) Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4.](#) Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5.](#) Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6.](#) Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7.](#) Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8.](#) Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance

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for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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SL.II.11–12.2. [Speaking and Listening.Integrate Information.11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.11-12.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 [Speaking and Listening.Present Information.11-12.4](#). Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

[Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	

[Central Idea/Enduring Understanding:](#)

In the realm of sports and animation documentaries, filmmakers utilize real-life narratives and artistic storytelling to illuminate the complexities of human ambition, perseverance, and the cultural significance of sports. These documentaries not only highlight the triumphs and struggles of athletes and teams but also explore broader themes such as identity, community, and the impact of socio-economic factors on individual

[Essential/Guiding Question:](#)

How do sports and animation documentaries use real-life stories to convey deeper themes of resilience, identity, and societal impact, and what techniques do filmmakers employ to engage audiences with these narratives?

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and collective success. By examining these films, viewers gain insight into the motivations behind athletic pursuits and the role of sports in shaping societal values, ultimately understanding how documentary filmmaking serves as a powerful medium for storytelling that reflects the human experience.	
Content: Key Themes in Sports Documentaries ● Resilience and Perseverance: Exploration of the challenges athletes face and their journeys to overcome adversity. ● Identity and Community: How sports shape personal and group identities, including cultural and social dynamics ● Socio-Economic Factors: The impact of class, race, and gender on athletes' experiences and opportunities. Key Themes in Animation Documentaries ● Artistic Expression and Storytelling: How animated documentaries use visuals to convey emotional truths and complex narratives. ● Blending Fiction and Non-Fiction: Examination of how animation can blur the lines between documentary and narrative storytelling, providing unique perspectives on real events. Filmmaking Techniques ● Cinematic Techniques: Analysis of camera work, editing styles, and sound design in sports documentaries that enhance storytelling (e.g., slow motion, interviews, archival footage). ● Animation Styles: Understanding different animation techniques and how they serve the documentary's message, including traditional animation, rotoscoping, and mixed media. Narrative Structures ● Story Arcs in Documentaries: Exploration of the typical narrative structures used in sports documentaries, including hero's journey and rise-and-fall stories. ● Character Development: How filmmakers develop athlete profiles and the emotional arcs that resonate with audiences. Historical and Cultural Context ● Evolution of Sports Documentaries: A brief history of sports documentaries and their cultural significance, highlighting notable films and shifts in representation.	Skills(Objectives): Analyze Key Themes ● Identify and analyze key themes in sports and animation documentaries, such as resilience, identity, community, and socio-economic factors, and discuss how these themes are reflected in real-life narratives. Evaluate Filmmaking Techniques ● Evaluate the various cinematic and animation techniques used in documentaries, such as camera angles, editing styles, and sound design, and discuss their effectiveness in enhancing storytelling and audience engagement. Interpret Narrative Structures ● Examine the narrative structures commonly found in sports and animation documentaries, analyzing how filmmakers construct stories to create emotional resonance and convey deeper messages. Compare Different Mediums ● Compare and contrast sports documentaries with animated documentaries, focusing on the strengths and limitations of each medium in conveying themes and narratives. Engage in Critical Discussions ● Participate in discussions that encourage critical thinking about the ethical implications of documentary filmmaking, including issues of representation, accuracy, and audience interpretation. Conduct Research and Synthesize Information ● Conduct research on a specific sports figure, event, or theme, synthesizing information from various sources to support their analyses and creative projects. Reflect on Personal and Societal Implications ● Reflect on the implications of sports and animation documentaries for contemporary society, considering how these films challenge perceptions of identity, success, and cultural values. Develop Presentation Skills

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• Cultural Impact of Sports: Discussion on how specific sports and events reflect and influence societal values and cultural identity. Critical Perspectives • Ethical Considerations: Examination of the ethical implications of documentary filmmaking, including representation, accuracy, and exploitation. • Audience Reception: How different audiences interpret sports and animation documentaries, including cultural and generational perspectives. Comparative Analysis • Comparison of Sports and Animation Documentaries: Analyze similarities and differences in themes, storytelling techniques, and audience engagement between traditional sports documentaries and animated ones. • Impact of Visual Mediums: Discuss how the choice of medium (live-action vs. animation) affects the portrayal of stories and the audience's emotional connection. Film Analysis • Close Viewing Practices: Training students to analyze films for thematic depth, narrative techniques, and character development. • Discussion and Reflection: Group discussions and written reflections on films viewed, promoting critical thinking about the messages conveyed through sports and animation documentaries.	• Present analyses to the class, developing oral communication skills and ability to engage an audience through discussion and multimedia presentations. Informative/ Explanatory Writing • Formulate clear and concise thesis statements that articulate the main idea of informative/explanatory essays, setting a strong foundation for writing. • Analyze and synthesize information from multiple sources, drawing connections between different ideas and perspectives related to sports and animation documentaries.
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Interdisciplinary Connections:

History: Explore the historical context of major sporting events and figures depicted in documentaries, examining how sports have influenced and reflected societal changes over time. Analyze the impact of specific historical events on the sports world and vice versa.

Art and Animation: Study the principles of animation and visual storytelling in the context of animated documentaries. Analyze artistic styles, techniques, and the creative process involved in producing animated narratives, fostering an appreciation for visual arts and their role in communication.

Stage 2: Assessment Evidence

Performance Task(s):

Storyboard for an Animated Documentary
Podcast Episode
Informative/Explanatory Writing

Other Evidence:

Reading Assignments
Writing Assignments
Reading Assignments
Writing Assignments
Journals
Interviews
Teacher observations and conversations
Student self-reflection

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	Informal checks for understanding Writing and viewing conferences Class discussion Small and large group work Peer collaboration Socratic seminars Discussion blogs Classwork Homework Teacher created projects and assessments
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text. Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions. Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).	<u>Resources:</u> www.imdb.com www.rogerebert.com www.afi.com https://oscar.go.com www.rottentomatoes.com <i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers <i>Ronaldo, The Last Dance</i> <i>Being Serena; Danica</i> <i>The Pixar Story, Disney+/Marvel</i> <i>Jim Henson, Idea Man</i>
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings and films will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.	Each unit for this course contains a variety of texts and films that relate to the major themes within that unit. The instructional routines are developed around these texts and films to support best practices in reading instruction and aid students in meaning making, effective	Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one instruction, and the use of audio/visual aids.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but

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All students will be encouraged to take advantage of tutoring and/or office hours when available.	expression, language development and the acquisition of content knowledge and foundational skills. All students will be encouraged to take advantage of tutoring and/or office hours when available.	All students will be encouraged to take advantage of tutoring and/or office hours when available.	are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 4: “You Can’t Handle the Truth” (Cross-Curricular: Science & Historical Documentaries)

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. **Language. System and Structure of Language. 11-12.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
- B. Observe hyphenation conventions.
- C. Recognize spelling conventions.

L.KL.11–12.2. **Language. Knowledge of Language. 11-12.2.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. **Language. Vocabulary Acquisition, Use and Literal Meaning. 11-12.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning. 11-12.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

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- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RI.CR.11–12.1. [Reading Informational Texts.Close Reading of Text.11-12.1](#). Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. [Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2](#). Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. [Reading Informational Texts.Text Structure.11-12.4](#). Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. [Reading Informational Texts.Perspective and Purpose in Texts.11-12.5](#). Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. [Reading Informational Texts.Diverse Media and Formats.11-12.6](#). Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. [Reading Informational Texts.Analysis of an Argument.11-12.7](#). Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.IW.11–12.2. [Writing.Informative and Explanatory Writing.11-12.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. [Writing.Writing Process.11-12.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. [Writing.Writing Research.11-12.5](#). Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

W.SE.11–12.6. [Writing.Sources of Evidence.11-12.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. [Writing.Range of Writing.9-10.7](#). 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.

Speaking and Listening Domain

SL.PE.11–12.1. [Speaking and Listening.Participate Effectively.11-12.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. [Speaking and Listening.Integrate Information.11-12.2](#). Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. [Speaking and Listening.Evaluate Speakers.11-12.3](#). Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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SL.PI.11–12.4 [Speaking and Listening.Present Information.11-12.4](#). Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

SL.AS.11–12.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. [Reading Informational Texts.Comparison of Texts.11-12.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. [Conduct short as well as more sustained research projects to answer a question \(including a self-generated question\) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.](#) 🌱

SL.UM.11–12.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱

[Career Readiness, Life Literacies and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).	Innovative ideas or innovation can lead to career opportunities.
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).	Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.
9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.	

[Central Idea/Enduring Understanding:](#)

In the exploration of science and historical documentaries, filmmakers utilize factual storytelling to illuminate complex truths about the natural world, human history, and the interplay between the two. These documentaries challenge audiences to confront uncomfortable realities, consider multiple perspectives, and engage critically with the information presented. By examining the narrative techniques, visual storytelling, and ethical considerations involved in these films, students will understand how documentaries serve not only as educational tools but also as platforms for advocacy

[Essential/Guiding Question:](#)

How do science and historical documentaries shape our understanding of truth, and what narrative techniques do filmmakers use to present complex realities while engaging viewers in critical discourse?

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and social change. Through this lens, the enduring understanding emphasizes the importance of questioning, analyzing, and interpreting documentary narratives to grasp the broader implications of truth in both science and history.	
Content: Key Themes in Documentaries • Truth and Misconceptions: Explore how <i>MythBusters</i> challenges common myths and misconceptions through scientific experimentation, emphasizing the importance of evidence-based conclusions. • Environmental Impact: Analyze <i>Just Eat It</i> as it examines the issue of food waste, focusing on the implications for sustainability, consumer behavior, and societal values regarding food. • Nature and Conservation: Discuss the themes of biodiversity and conservation in <i>Planet Earth</i>, highlighting the beauty of the natural world while addressing urgent environmental issues. Narrative Techniques • Storytelling Methods: Analyze the narrative structure of <i>MythBusters</i>, including the introduction of myths, experimental design, and the presentation of findings. Explore how these elements engage the audience and promote critical thinking. • Visual Storytelling: Examine the cinematography and visual techniques used in <i>Planet Earth</i>, discussing how stunning imagery and sound design contribute to viewers' emotional connections to the content. • Personal Narratives: Discuss how <i>Just Eat It</i> incorporates personal stories and experiences to humanize the issue of food waste, making the topic relatable and impactful. Scientific Methodology • Experiments and Evidence: In <i>MythBusters</i>, explore the scientific method as a central theme, emphasizing hypothesis formulation, experimentation, data collection, and conclusion drawing. • Data Representation: Analyze how <i>Just Eat It</i> uses statistics and data to highlight the scale of food waste, discussing the effectiveness of	Skills(Objectives): Analyze Themes and Messages • Identify and analyze key themes and messages presented in science and historical documentaries, such as the importance of evidence-based reasoning, environmental conservation, and societal implications of food waste. Evaluate Narrative Techniques • Evaluate the narrative techniques used in selected documentaries, including storytelling methods, visual imagery, and sound design, and discuss how these elements enhance audience engagement and understanding. Understand the Scientific Method • Describe the scientific method as portrayed in <i>MythBusters</i>, explaining how hypothesis testing and experimentation are used to debunk or confirm common myths. Assess Environmental Issues • Assess the environmental issues highlighted in <i>Planet Earth</i>, exploring the impact of human activity on ecosystems and the importance of conservation efforts. Investigate Food Waste • Investigate the causes and consequences of food waste as presented in <i>Just Eat It</i>, analyzing its implications for sustainability, economy, and culture. Explore Ethical Implications • Discuss the ethical implications of documentary filmmaking, including issues of representation, accuracy, and the responsibility of filmmakers to present information truthfully. Engage in Critical Discourse • Engage in critical discourse about the information presented in documentaries, questioning sources, evaluating credibility, and discussing the construction of truth in media. Conduct Research and Synthesize Information • Conduct research on a specific topic related to the documentaries, synthesizing information from

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visual data representation in conveying complex issues. Historical Context - Food Waste and Its History: Investigate the historical roots of food waste as presented in <i>Just Eat It</i>, including societal changes, agricultural practices, and economic factors contributing to current waste levels. - Environmental Challenges: In <i>Planet Earth</i>, examine the historical context of environmental degradation and conservation efforts, discussing how human activities have impacted ecosystems over time. Ethical Considerations - Representation of Truth: Discuss the ethical implications of presenting truth in documentaries, including the responsibility filmmakers have to represent facts accurately and avoid manipulation of information. - Advocacy and Awareness: Analyze how each documentary serves as a form of advocacy, aiming to raise awareness about critical issues like food waste, environmental conservation, and scientific literacy. Critical Thinking and Analysis - Questioning Sources: Teach students to critically assess the reliability and credibility of information presented in documentaries, encouraging them to question the sources and motives behind the content. - Engaging with Contradictions: Foster discussions around conflicting information and viewpoints presented in the documentaries, encouraging students to think critically about how truth is constructed and represented.	various sources to support their analyses and discussions. Create Informative Content - Create an informative presentation or written report that communicates understanding of a key theme or issue from the unit, effectively utilizing visual and textual elements to enhance their message. Reflect on Learning - Reflect on learning experiences throughout the unit, identifying insights gained about the nature of truth in science and history and how documentaries influence public perception and awareness.
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Interdisciplinary Connections:

Science and Environmental Studies: Connect the scientific principles explored in MythBusters and Planet Earth with real-world applications in environmental science, biology, and ecology.

History and Sociology: Link the historical context of food waste in Just Eat It to broader sociological discussions about consumer culture, economic systems, and societal values regarding food.

Stage 2: Assessment Evidence

Performance Task(s):

Documentary Analysis
Group Presentation on Environmental Issues
Research Writing

Other Evidence:

Reading Assignments
Writing Assignments
Reading Assignments
Writing Assignments
Journals
Interviews

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	Teacher observations and conversations Student self-reflection Informal checks for understanding Writing and viewing conferences Class discussion Small and large group work Peer collaboration Socratic seminars Discussion blogs Classwork Homework Teacher created projects and assessments
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Reading Assignments: Students will read and discuss a variety of texts centered on the unit theme. Each reading will include class discussion and independent written work (e.g., personal response or open ended questions) to support students' understanding of the text. Writing Assignments: Students will have the opportunity to complete a variety of formal and informal writing assignments. Personal responses, journal entries, discussion boards responses, and analytical writing further students' understanding of and interaction with course texts and classroom discussions. Collaborative Discussion: Daily participation in class discussion with peers encourages students to engage with topics through the unit. Discussion also highlights multiple points of view. Discussions will include whole class, small group, and partner work (e.g., Think-Pair-Share, Turn and Talk, etc.).	<u>Resources:</u> <i>Myth Busters</i> <i>Just Eat It - A Food Waste Story</i> <i>Planet Earth</i> www.imdb.com www.rogerebert.com www.afi.com https://oscar.go.com www.rottontomatoes.com <i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
High-achieving students will be encouraged to extend their learning beyond classroom activities. Additional readings and films will be made available according to the students' unique interests. Alternate and/or modified assignments, according to the students' unique interests, will be made available.	Each unit for this course contains a variety of texts and films that relate to the major themes within that unit. The instructional routines are developed around these texts and films to support best practices in reading instruction and aid students in meaning making,	Any student who is struggling in the course will be provided with support to help them succeed. Support can include but are not limited to: breaking down assignments and readings into manageable pieces, providing notes, repeating/rephrasing directions, one-on-one	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

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All students will be encouraged to take advantage of tutoring and/or office hours when available.	effective expression, language development and the acquisition of content knowledge and foundational skills. All students will be encouraged to take advantage of tutoring and/or office hours when available.	instruction, and the use of audio/visual aids. All students will be encouraged to take advantage of tutoring and/or office hours when available.	ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: “Say Hello to my Little Friend” (Fiction)		
23 Days	www.imdb.com	L.SS.11–12.1.A.B.C.
Character Development and Archetypes (4 days)	www.rogerebert.com	L.KL.11–12.2.A.B.C.
Plot Structure and Conflict (3 days)	www.afi.com	L.VL.11–12.3.A.B.C.D.E.
Themes and Symbolism (3 days)	https://oscar.go.com	L.VI.11–12.4.A.B.C.D.
Cinematic Techniques as Literary Devices (3 days)	www.rottontomatoes.com	RL.CR.11–12.1.
Genre-Specific Elements (3 days)	<i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers	RL.CI.11–12.2.
Critical Viewing and Analysis (3 days)	<i>The Godfather</i>	RL.IT.11–12.3.
Narrative Writing (4 days)	<i>Goodfellas</i>	RL.TS.11–12.4.
	<i>Fight Club</i>	RL.PP.11–12.5.
	<i>Scarface</i>	RL.MF.11–12.6.
	<i>Pulp Fiction</i>	RL.CT.11–12.8.
	<i>Star Wars Series</i>	W.NW.11–12.3.A.B.C.D.E.
	<i>Toy Story Series</i>	W.WP.11–12.4.
	<i>The Dark Knight</i>	W.RW.11–12.7.
		SL.PE.11–12.1.A.B.C.D.
		SL.II.11–12.2.
		SL.ES.11–12.3.
		SL.PI.11–12.4.
		SL.UM.11–12.5.
		SL.AS.11–12.6.
UNIT 2: “I’ve got a feeling we’re not in Kansas anymore” (Science Fiction)		
22 Days	www.imdb.com	L.SS.11–12.1.A.B.C.
Key Themes in Science Fiction (3 days)	www.rogerebert.com	L.KL.11–12.2.A.B.C.
Cinematic Techniques and Storytelling (3 days)	www.afi.com	L.VL.11–12.3.A.B.C.D.E.
Character Archetypes and Development (2 days)	https://oscar.go.com	L.VI.11–12.4.A.B.C.D.
Historical Context and Evolution of the Genre (3 days)	www.rottontomatoes.com	RL.CR.11–12.1.
Comparative Analysis of Texts and Films (3 days)	<i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers	RL.CI.11–12.2.
Critical Perspectives on Science Fiction (3 days)	<i>Greenland</i>	RL.IT.11–12.3.
Film Analysis (2 days)	<i>451 Fahrenheit</i>	RL.TS.11–12.4.
	<i>In Time</i>	RL.PP.11–12.5.
	<i>The Adjustment Bureau</i>	RL.MF.11–12.6.
	<i>Ted Talks - Clues to a Good Story</i>	RL.CT.11–12.8.
		W.AW.11–12.3.A.B.C.D.E.
		W.WP.11–12.4.
		W.WR.11–12.5.
		W.SE.11–12.6.
		W.RW.11–12.7.
		SL.PE.11–12.1.A.B.C.D.
		SL.II.11–12.2.
		SL.ES.11–12.3.
		SL.PI.11–12.4.
		SL.UM.11–12.5.
		SL.AS.11–12.6.

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Argumentative Writing (3 days)		
UNIT 3: “Show me the Money” (Non-Fiction)		
23 Days	www.imdb.com	L.SS.11–12.1.A.B.C.
Key Themes in Sports Documentaries (2 days)	www.rogerebert.com	L.KL.11–12.2.A.B.C.
Key Themes in Animation Documentaries (2 days)	www.afi.com	L.VL.11–12.3.A.B.C.D.E.
Filmmaking Techniques (2 days)	https://oscar.go.com	L.VI.11–12.4.A.B.C.D.
Narrative Structures (3 days)	www.rottontomatoes.com	RI.CR.11–12.1.
Historical and Cultural Context (3 days)	<i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers	RI.CI.11–12.2.
Critical Perspectives (3 days)	<i>Ronaldo, The Last Dance</i>	RI.IT.11–12.3.
Comparative Analysis (3 days)	<i>Being Serena</i>	RI.TS.11–12.4.
Film Analysis (2 days)	<i>Danica</i>	RI.PP.11–12.5.
Informative/Explanatory Writing (3 days)	<i>The Pixar Story, Disney+/Marvel</i>	RI.MF.11–12.6.
	<i>Jim Henson, Idea Man</i>	RI.AA.11–12.7.
		RI.CT.11–12.8.
		W.IW.11–12.2.A.B.C.D.E.F
		W.WP.11–12.4.
		W.SE.11–12.6.
		W.RW.11–12.7.
		SL.PE.11–12.1.A.B.C.D.
		SL.II.11–12.2.
		SL.ES.11–12.3.
		SL.PI.11–12.4.
		SL.UM.11–12.5.
		SL.AS.11–12.6.
UNIT 4: “You Can’t Handle the Truth” (Cross-Curricular: Science & Historical Documentaries)		
22 Days	www.imdb.com	L.SS.11–12.1.A.B.C.
Key Themes in Documentaries (3 days)	www.rogerebert.com	L.KL.11–12.2.A.B.C.
Narrative Techniques (3 days)	www.afi.com	L.VL.11–12.3.A.B.C.D.E.
Scientific Methodology (3 days)	https://oscar.go.com	L.VI.11–12.4.A.B.C.D.
Historical Context (3 days)	www.rottontomatoes.com	RI.CR.11–12.1.
Ethical Considerations (3 days)	<i>The Film Experience</i> - Macmillan Learning and Bedford, Freeman, & Worth High School Publishers	RI.CI.11–12.2.
Critical Thinking and Analysis (3 days)	<i>Myth Busters</i>	RI.IT.11–12.3.
Research Writing (4 days)	<i>Just Eat It - A Food Waste Story</i>	RI.TS.11–12.4.
	<i>Planet Earth</i>	RI.PP.11–12.5.
		RI.MF.11–12.6.
		RI.AA.11–12.7.
		RI.CT.11–12.8.
		W.IW.11–12.2.A.B.C.D.E.F
		W.WP.11–12.4.
		W.SE.11–12.6.
		W.RW.11–12.7.
		SL.PE.11–12.1.A.B.C.D.
		SL.II.11–12.2.
		SL.ES.11–12.3.
		SL.PI.11–12.4.
		SL.UM.11–12.5.
		SL.AS.11–12.6.