

**WEST JEFFERSON HILLS SCHOOL DISTRICT
THOMAS JEFFERSON HIGH SCHOOL - ENGLISH CURRICULUM**

GRADES 10-12 INTRODUCTION TO FILM CRITICISM

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1 Learning to Read Independently						
A. Locate various texts, media, and traditional resources for assigned and independent projects before reading.	<ul style="list-style-type: none"> ●Identify texts pertaining to film and film criticism. ●Follow written and oral directions. ●Correctly document source material. ●Maintain focus, logic, and cohesion during reading. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Small group instruction ●Student self-monitoring ●Student/ teacher conferencing ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Class discussion ●Oral Presentations ●Teacher observations ●Informal formative assessments 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
			Presentations <ul style="list-style-type: none"> •Anchor papers/models •Transparencies •Guest speakers •Field trips 		repeat instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials 	

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1.1 Learning to Read Independently						
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	<ul style="list-style-type: none"> ●Read, view, and interpret a variety of genres. ●Identify tools and strategies discussed in textbook and other sources as they naturally occur in primary contexts. ●Take notes from written, oral, and visual materials. ●Correctly document source material. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Small group instruction ●Note taking ●Outlining ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Rubrics ●Standardized tests ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Journals ●Class discussion ●Oral 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
			presentations •Anchor papers/models •Transparencies •Guest speakers •Field trips	presentations •Teacher observations •Projects: videos, PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects	repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials	

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1.1 Learning to Read Independently						
C. Use knowledge of root words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.	<ul style="list-style-type: none"> ●Recognize, define, and utilize selected vocabulary and cinematic terms from various texts. ●Use context clues to determine words and terms' meanings/ significance. ●Recognize, analyze, and/or apply root words and terms, prefixes, and/or suffixes to understand assigned 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Self-monitoring/ editing ●Note taking ●Outlining ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Journals ●Class discussion ●Oral presentation ●Teacher observations ●Projects: videos, 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
	vocabulary and cinematic terms. •Use word and term origins to decipher word and term meanings.		Presentations •Anchor papers/models •Transparencies	PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects •Teacher-made quizzes and tests	repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.1 Learning to Read Independently						
D. Identify, describe, evaluate, and synthesize the essential ideas in text. Assess these reading strategies that were most effective in learning from a variety of texts.	<ul style="list-style-type: none"> ●Read, view, and interpret a variety of genres. ●Use various sources to locate information. ●Take notes from written, oral, and visual materials. ●Critically analyze various films of various genres. ●Correctly document source material. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Self-monitoring/ editing ●Note taking ●Conferencing ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Rubrics ●Standardized tests ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Journals ●Class discussion ●Oral 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
			presentations •Anchor papers/models •Transparencies •Guest speakers •Field trips	presentations •Teacher observations •Projects: videos, PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers	repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.1 Learning to Read Independently						
E. Establish a reading vocabulary by identifying and correctly using new words acquired throughout the study of their relationships to other words. Use a dictionary or related reference.	<ul style="list-style-type: none"> ●Recognize, define, and utilize selected vocabulary and cinematic terms from various texts. ●Use context clues to determine words and terms' meanings/ significance. ●Recognize, analyze, and/or apply root words and terms, prefixes, and/or suffixes to understand assigned 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Journals ●Projects: videos, PowerPoint presentations, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
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1.1 Learning to Read Independently						
F. Understand the meaning of and apply key vocabulary across the various subject areas.	<ul style="list-style-type: none"> ●Recognize, define, and utilize selected vocabulary and cinematic terms from various texts. ●Use context clues to determine words and terms' meanings/ significance. ●Recognize, analyze, and/or apply root words and terms, prefixes, and/or suffixes to understand assigned 	<ul style="list-style-type: none"> ●Direct instruction ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●CDs and MP3s ●PowerPoint 	<ul style="list-style-type: none"> ●Teacher-made tests and quizzes ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Journals ●Class discussion ●Oral presentations ●Teacher 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
	vocabulary and cinematic terms. •Use word and term origins to decipher word and term meanings. •Participate in a film critic’s circle (where different genres of film are analyzed). •Correctly use a dictionary and thesaurus.		presentations •Transparencies •Dictionary and thesaurus	observations •Projects: videos, PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers	repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.1 Learning to Read Independently						
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents. •Make, and support with evidence, assertions about texts. •Compare and contrast texts using themes, settings, characters, and ideas. •Make extensions to related ideas, topics, or information.	•Create an original film criticism. •Correctly document source material. •Evaluate validity and quality of resource materials. •Establish and support an opinion about a film based off of logic and knowledge of cinematic history and conventions. •Participate in a film critic's circle	•Direct instruction •Library •Technology in the classroom	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •CDs and MP3s •PowerPoint	•Teacher-made tests and quizzes •Rubrics •Standardized tests •Student writing: informational, film analyses, opinion-based criticisms, etc. •Journals •Class discussion •Oral	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
<ul style="list-style-type: none"> ●Assess the validity of the document based on the context. ●Evaluate the strategies of the author. ●Critique public documents to identify strategies common in public discourse. 	(where different genres of film are analyzed). <ul style="list-style-type: none"> ●Apply various techniques of style, purpose, audience, diction, and tone during cinematic criticism of selected film. 		presentations <ul style="list-style-type: none"> ●Anchor papers/models ●Transparencies ●Guest speakers ●Field trips 	presentations <ul style="list-style-type: none"> ●Teacher observations ●Projects: videos, PowerPoint, etc. ●Notes, outlines, etc. ●Peer review ●Research projects ●Graphic organizers 	repeat instructions <ul style="list-style-type: none"> ●Teacher read tests ●Extended time ●Monitor example through models ●Use multi-sensory approach ●Reduce distracting stimuli ●Seat assignments ●Present visual and/or auditory materials ●Study guides ●Peer tutoring ●Conferencing 	<ul style="list-style-type: none"> ●Provide more challenging academic materials. ●Provide more challenging opportunities. ●To do an independent research project ●To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.1 Learning to Read Independently						
H. Demonstrate fluency and comprehension in reading. •Read familiar materials aloud with accuracy. •Self-correct mistakes. •Use appropriate rhythm, flow, meter, and pronunciation. •Read a variety of genres and types of texts. •Demonstrate comprehension	•Bring cinematic materials and appropriate films in for discussion and possible viewing. •Create writings that model various cinematic criticisms of various genres. •Recognize the function of style, purpose, audience, diction, and tone. •Demonstrate knowledge and application of	•Direct instruction •Cooperative learning •Student lead instruction •Technology in the classroom	•Class textbooks •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •CDs and MP3s •PowerPoint presentations	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Journals •Class discussion •Oral presentations •Teacher observations •Projects: videos,	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.1 Learning to Read Independently						
(Standard 1.11.11G). (Recommend 25 books/ year)	proper usage in both spoken and written language. •Practice oral reading skills while reading scripts and screenplays. •Take notes from written, oral, and visual materials. •Enhance listening and viewing skills. •Lead class discussions.		•Dictionary •Thesaurus •Transparencies	PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers	repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.2 Reading Critically in All Content Areas						
A. Read and understand essential content of informational texts and documents in all academic areas. •Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments, and point of view. •Distinguish between essential and nonessential	<ul style="list-style-type: none"> •Lead discussion about cinematic and film criticism techniques. •Critique various genres of film in general orally and in written form. •Correctly document course material. •Utilize proper grammar, punctuation, spelling, and manuscript form. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Brainstorming •Small group instruction •Student lead instruction •Technology in the classroom 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •CDs and MP3s 	<ul style="list-style-type: none"> •Rubrics •Journals •Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, etc. •Notes, outlines, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.2 Reading Critically in All Content Areas						
information across a variety of resources, identifying the use of proper references or authorities and propaganda techniques where present. •Use teacher and student established criteria for making decisions and drawing conclusions. •Evaluate text organization and content to determine			<ul style="list-style-type: none"> •PowerPoint presentations •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Research projects •Graphic organizers 	students to repeat instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides 	criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.2 Reading Critically in All Content Areas						
the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.					<ul style="list-style-type: none"> ●Peer tutoring ●Conferencing length of directions ●Additional resources/supplemental resources 	

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1.2 Reading Critically in All Content Areas						
B. Use and understand a variety of media and evaluate the quality of material produced. •Select appropriate electronic media for research and evaluate the quality of the information received. •Explain how the techniques used in electronic media modify traditional forms of discourse for different	•Produce an original critique or review of a selected film from an approved list to be published in an anthology of works created by the class.	•Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/editing •Note taking •Library •Technology in the classroom	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources	•Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.2 Reading Critically in All Content Areas						
purposes. •Use, design, and develop media to demonstrate understanding (e.g., a major writer or literary period or movement).		<ul style="list-style-type: none"> •Small group instruction •Outlining •Conferencing •Predicting •Brainstorming 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Graphic organizers 	students to repeat instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides 	criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.2 Reading Critically in All Content Areas						
C. Produce work in at least one literary genre that follows conventions of the genre.	<ul style="list-style-type: none"> •Create an original film critique or review about a selected film from an approved list. •Use various media to respond to, analyze, critique, and/ or create said film review. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/ editing •Note taking •Technology in the classroom •Brainstorming 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.2 Reading Critically in All Content Areas						
		<ul style="list-style-type: none"> •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Transparencies 	etc. <ul style="list-style-type: none"> •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers 	students to repeat instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides 	criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.3 Reading, Analyzing, and Interpreting Literature						
A. Read and understand works of literature.	<ul style="list-style-type: none"> •Use various reference books/ media to locate information pertaining to course material. •Analyze text and film structures including chronological order, cause and effect, etc. •Read, view, and interpret a variety of genres. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/ editing •Note taking •Technology in the classroom 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Projects: videos, 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to

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<p>1.3 Reading, Analyzing, and Interpreting Literature</p>						
	<ul style="list-style-type: none"> ●Read, view, respond, and reflect on selected literary works and films. ●Critically analyze films for certain cinematic techniques and directorial decisions. ●Support inferences with text and/or cinematic evidence. 	<ul style="list-style-type: none"> ●Brainstorming ●Small group instruction ●Conferencing ●Graphic Organizers (Venn diagram, word webs, etc.) ●Predicting ●Library 	<p>resources</p> <ul style="list-style-type: none"> ●CDs and MP3s ●PowerPoint presentations ●Anchor papers/models ●Transparencies 	<p>PowerPoint, etc.</p> <ul style="list-style-type: none"> ●Notes, outlines, etc. ●Peer review ●Research projects ●Graphic organizers 	<ul style="list-style-type: none"> ●Encourage students to repeat instructions ●Teacher read tests ●Extended time ●Monitor example through models ●Use multi-sensory approach ●Reduce distracting stimuli ●Seat assignments ●Present visual and/or auditory 	<p>film production and criticism.</p> <ul style="list-style-type: none"> ●Provide more challenging academic materials. ●Provide more challenging opportunities. ●To do an independent research project ●To do a cross-curricular activity where ideas learned in one class are actively applied in another

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1.3 Reading, Analyzing, and Interpreting Literature						
					materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources	academic forum.

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1.3 Reading, Analyzing, and Interpreting Literature						
B. Analyze the relationship, uses, and effectiveness of literary elements used by one or more authors in similar genres including characterizations, setting, plot, theme, point of view, tone, and style.	<ul style="list-style-type: none"> ●Analyze the relationship between a director’s style and use of specific techniques and the films they create. ●Identify certain elements of cinematography, genre, and authorial style in various films. ●Correctly document source 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Graphic organizers (Venn diagram, word webs, etc.) ●Note taking ●Technology 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Projects: videos, 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to

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1.3 Reading, Analyzing, and Interpreting Literature						
	material. •Follow written and oral directions. •Produce original critiques and reviews that examine the use of certain techniques and directorial styles in numerous films of various genres.	•Brainstorming •Small group instruction •Outlining •Predicting	resources •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Transparencies	PowerPoint, etc. •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers	•Encourage students to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual	film production and criticism. •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively

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1.3 Reading, Analyzing, and Interpreting Literature						
					and/or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources	applied in another academic forum.

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1.3 Reading, Analyzing, and Interpreting Literature						
C. Analyze the effectiveness in terms of literary quality of the author's use of literary devices.						

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1.3 Reading, Analyzing, and Interpreting Literature						
D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g. irony, understatement, overstatement, and paradox).						

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1.3 Reading, Analyzing, and Interpreting Literature						
E. Analyze how a scriptwriter’s use of words creates tone and mood and how choice of words advances the theme or purpose of the work.	<ul style="list-style-type: none"> ●Critically analyze films of various genres and cultures using knowledge of cinematic techniques, directorial style, genre, and other information. ●Correctly document source material. ●Take notes from written, oral, and visual materials. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Self-monitoring/ editing ●Note taking ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Projects: videos, 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to

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	<ul style="list-style-type: none"> ●Analyze how a director creates tone and mood in a film and how a screenwriter chooses words in order to advance the theme or purpose of the film. ●Write reviews and critiques that demonstrate each students' own tone and mood. 	<ul style="list-style-type: none"> ●Brainstorming ●Small group instruction ●Conferencing 	resources <ul style="list-style-type: none"> ●CDs and MP3s ●PowerPoint presentations ●Anchor papers/models ●Transparencies ●Field trips ●Guest speakers 	PowerPoint, etc. <ul style="list-style-type: none"> ●Notes, outlines, etc. ●Peer review ●Research projects ●Graphic organizers 	<ul style="list-style-type: none"> ●Encourage students to repeat instructions ●Teacher read tests ●Extended time ●Monitor example through models ●Use multi-sensory approach ●Reduce distracting stimuli ●Seat assignments ●Present visual and/or auditory 	film production and criticism. <ul style="list-style-type: none"> ●Provide more challenging academic materials. ●Provide more challenging opportunities. ●To do an independent research project ●To do a cross-curricular activity where ideas learned in one class are actively applied in another

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1.3 Reading, Analyzing, and Interpreting Literature						
F. Read and respond to nonfiction and fiction, including poetry and drama.	<ul style="list-style-type: none"> ●Read and respond to nonfiction and fiction as they relate to and influence film criticism. ●Participate in a film critic’s circle (where different genres of film are analyzed). ●Create original reviews and critiques using knowledge gained 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Objective and interpretive discussion ●Self-monitoring/ editing ●Note taking ●Technology in the classroom 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Projects: videos, 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to

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1.3 Reading, Analyzing, and Interpreting Literature						
	from analyzing various cinematic techniques, directorial decisions, and other influences. •Use various reference books/media to locate information.	<ul style="list-style-type: none"> •Brainstorming •Small group instruction •Conferencing •Graphic Organizers (Venn diagram, word webs, etc.) •Predicting •Library •Outlining 	resources <ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Transparencies •Guest speakers •Field trips 	PowerPoint, etc. <ul style="list-style-type: none"> •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers •Teacher-made tests and quizzes 	<ul style="list-style-type: none"> •Encourage students to repeat instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory 	film production and criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another

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1.3 Reading, Analyzing, and Interpreting Literature						
					materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources	academic forum.

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1.4 Types of Writing						
A. Write short stories, poems, and plays that include: <ul style="list-style-type: none"> •Varying organizational methods •Relevant illustrations •Dialogue •A literary conflict •Varying literary characteristics (e.g., limerick, epic, whimsical, dramatic). •Literary elements (Standards 1.3.11.B). •Literary devices (Standard 1.3.11.C). 	<ul style="list-style-type: none"> •Participate in a film critic's circle (where different genres of film are analyzed). •Using knowledge gained from the film critic's circle, create a cinematic critique or film review that incorporates elements of short stories and poems from specific films into their writing. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/editing •Note taking •Technology in the classroom •Outlining •Peer review 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Guest speakers 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to

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1.4 Types of Writing						
		<ul style="list-style-type: none"> •Brainstorming •Small group instruction •Conferencing •Graphic Organizers (Venn diagram, word webs, etc.) •Predicting •Library 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Transparencies •Field trips 	<ul style="list-style-type: none"> •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers •Teacher-made tests and quizzes 	<ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing 	film production and criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.4 Types of Writing						
					•Additional resources/ supplemental resources	

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1.4 Types of Writing						
B. Write complex informational pieces such as research papers, analyses, evaluations, and essays that include: <ul style="list-style-type: none"> •A variety of methods to develop the main idea. •Precise language and specific detail. •Cause and effect. •Relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables. •Use of primary and 	<ul style="list-style-type: none"> •Participate in a film critic's circle (where different genres of film are analyzed). •Demonstrate knowledge and application of proper usage in both spoken and written language. •Use a variety of sentence structures. •Effectively edit, revise, and prepare the final draft. •Recognize the function of style, 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Brainstorming 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Guest speakers •CDs and MP3s 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, etc. 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.4 Types of Writing						
secondary sources.	purpose, audience, diction, and tone. •Utilize proper grammar, punctuation, spelling, and manuscript form in writing. •Create cinematic critiques and film reviews that use precise language, key facts, and specific detail.	•Small group instruction •Conferencing •Graphic Organizers (Venn diagram, word webs, etc.) •Predicting •Library	•PowerPoint presentations •Anchor papers/models •Transparencies	•Notes, outlines, etc. •Peer review •Research projects •Graphic organizers	•Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.4 Types of Writing						
C. Write persuasive pieces that: •Include a clearly stated position or opinion. •Include convincing, elaborated, and properly cited evidence. •Develop reader interest. •Anticipate and counter reader concerns and arguments. •Include a variety of methods to advance the argument or	•Create original cinematic critiques and film reviews using specific factual evidence as support. •Select a film from a specified list and create a film review that argues an opinion about the film in relation to how a film or director utilizes genre and/or cinematic techniques.	•Direct instruction •Cooperative learning •Modeling •Objective and interpretive discussion •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Outlining	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Guest speakers •CDs and MP3s	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Projects: videos, PowerPoint, etc.	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.4 Types of Writing						
position.		<ul style="list-style-type: none"> •Brainstorming •Small group instruction •Conferencing •Graphic Organizers (Venn diagram, word webs, etc.) •Predicting •Library 	<ul style="list-style-type: none"> •PowerPoint presentations •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers 	<ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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<p>1.4 Types of Writing</p>						
<p>D. Make a written record of activities, course work, experience, honors, and interests.</p>	<ul style="list-style-type: none"> ●Participate in a film critic’s circle (where different genres of film are analyzed). ●Take notes from informational, visual, and other written materials. ●Create a publication of each students’ finest film review or cinematic technique. ●Use various reference books/media to 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Note taking ●Technology in the classroom ●Outlining ●Peer review ●Brainstorming ●Conferencing 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●Guest speakers ●CDs and MP3s 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Projects: videos, PowerPoint, etc. 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to repeat instructions ●Teacher read tests ●Extended time 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.4 Types of Writing						
	locate information.		<ul style="list-style-type: none"> •PowerPoint presentations •Anchor papers/models •Transparencies 	<ul style="list-style-type: none"> •Notes, outlines, etc. •Peer review •Research projects •Graphic organizers •Teacher-made tests and quizzes. 	<ul style="list-style-type: none"> •Monitor example through models •Reduce distracting stimuli •Seat assignments •Present visual and/or auditory materials •Study guides •Peer tutoring •Small group instruction •Conferencing •Additional resources/ supplemental resources 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.4 Types of Writing						
E. Write a personal resume.						

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1.5 Quality of Writing						
A. Write with a sharp and distinct focus. •Identify topic, task, and audience. •Establish and maintain a single point of view.	•Participate in a film critic’s circle (where different genres of film are analyzed). •Establish and support an opinion statement pertaining to a specific film. •Write informational essays, cinematic critiques, and film reviews using an objective point of view.	•Direct instruction •Cooperative learning •Modeling •Library •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Brainstorming	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
			<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
B. Write using well-developed content appropriate for the topic. •Gather, determine validity and reliability of, analyze, and organize information. •Employ the most effective format for purpose and audience. •Write fully developed paragraphs that have details and information specific	•Follow written and oral directions. •Compile and organize information for individual and group film projects. •Correctly assemble a works cited/ consulted/ bibliography page pertaining to a cinematic critique or film review. •Correctly document source material.	•Direct instruction •Cooperative learning •Modeling •Library •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Brainstorming •Conferencing	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
to the topic and relevant to the focus.	<ul style="list-style-type: none"> ●Evaluate validity and quality of resource materials, including written and visual texts. 	<ul style="list-style-type: none"> ●Small group instruction 	<ul style="list-style-type: none"> ●CDs and MP3s ●PowerPoint presentations ●Anchor papers/models 	<ul style="list-style-type: none"> ●Research projects ●Graphic organizers ●Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> ●Teacher read tests ●Extended time ●Monitor example through models ●Use multi-sensory approach ●Reduce distracting stimuli ●Present visual and/or auditory materials ●Peer tutoring ●Small group instruction ●Conferencing 	<ul style="list-style-type: none"> ●Provide more challenging academic materials. ●Provide more challenging opportunities. ●To do an independent research project ●To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
C. Write with controlled and/or subtle organization. •Sustain a logical order throughout the piece. •Include an effective introduction and conclusion.	•Establish and support an opinion statement pertaining to a specific film. •Evaluate validity and quality of resource materials, including written and visual texts. •Create a film review or cinematic critique that features an introduction that summarizes the author's position	•Direct instruction •Cooperative learning •Modeling •Library •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Brainstorming •Conferencing	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
	and a conclusion that renders the author's judgment about the film.	<ul style="list-style-type: none"> •Small group instruction 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
D. Write with a command of the stylistic aspects of composition.	<ul style="list-style-type: none"> •Create original informational essays, cinematic critiques, and film reviews. •Add elements of style to writing. •Use an opinion statement to state position pertaining to a film. •Create interest early in the writing of a composition. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Graphic Organizers •Self-monitoring/ editing •Technology in the classroom •Outlining •Peer review •Brainstorming •Conferencing 	<ul style="list-style-type: none"> •Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
				<ul style="list-style-type: none"> ●Research projects ●Graphic organizers ●Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> ●Teacher read tests ●Extended time ●Monitor example through models ●Use multi-sensory approach ●Reduce distracting stimuli ●Present visual and/or auditory materials ●Peer tutoring ●Small group instruction ●Conferencing 	<ul style="list-style-type: none"> ●Provide more challenging academic materials. ●Provide more challenging opportunities. ●To do an independent research project ●To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
E. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.	<ul style="list-style-type: none"> ●Use peer, self, and instructional suggestions to revise informational essays, cinematic critiques, and film reviews. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Self-monitoring/ editing ●Note taking ●Technology in the classroom ●Outlining ●Peer review ●Conferencing ●Small group instruction 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●Transparencies 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Notes, outlines, etc. ●Peer review 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to repeat 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
			<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
F. Edit writing using the conventions of language. •Spell common, frequently used words correctly. •Use capital letters correctly. •Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semicolon, parentheses, hyphen, brackets, and ellipsis.)	•Recognize, define, and utilize selected vocabulary and terms from various texts. •Use context clues to determine word and term meanings/significance. •Recognize, analyze, and/or apply root words or terms, prefixes, and/or suffixes to understand vocabulary. •Use word and	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/editing •Note taking •Technology in the classroom •Outlining •Peer review •Conferencing •Small group instruction	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
<ul style="list-style-type: none"> •Use nouns, pronouns, verbs, adjectives, conjunctions, prepositions, and interjections properly. 	term origins to decipher word and term meanings. <ul style="list-style-type: none"> •Correctly use dictionary, thesaurus, and online resources. •Effectively edit, revise, and prepare, the final draft. 		<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Dictionary •Thesaurus 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.5 Quality of Writing						
G. Present and/or defend written work for publication when appropriate.	<ul style="list-style-type: none"> ●Effectively edit, revise, and prepare, the final draft. ●Participate in a film critic’s circle (where different genres of film are analyzed). ●Publish a favorite or unique film review in a class anthology. 	<ul style="list-style-type: none"> ●Direct instruction ●Cooperative learning ●Modeling ●Self-monitoring/ editing ●Note taking ●Technology in the classroom ●Outlining ●Peer review ●Conferencing ●Small group instruction 	<ul style="list-style-type: none"> ●Class textbooks ●Library ●Supplemental Materials ●DVD/ VCR Player ●DVDs and VHSs ●Film strips ●DVD-ROMS ●CD-ROMS ●Educational internet resources ●Transparencies 	<ul style="list-style-type: none"> ●Rubrics ●Student writing: informational, film analyses, opinion-based criticisms, etc. ●Class discussion ●Oral presentations ●Teacher observations ●Notes, outlines, etc. ● Peer review 	<ul style="list-style-type: none"> ●Repeated practice ●Design and/or adapt teacher materials ●Design and/or adapt rubrics ●Oral testing ●Break down complex tasks ●Student demonstrations ●Review directions ●Limit number and length of directions ●Encourage students to repeat 	<ul style="list-style-type: none"> ●Encourage independent study, enrichment, and exposure. ●Encourage students to view and analyze film outside of classroom activities. ●Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.5 Quality of Writing						
			<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Dictionary •Thesaurus 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.6 Speaking and Listening						
A. Listen to others. •Ask clarifying questions. •Synthesize why information, ideas, and opinions are relevant or irrelevant. •Take notes.	•Take notes from informational, visual, and other written materials. •Take notes from oral presentations, lectures, and/or other audio/visual material. •Enhance listening skills. •Participate in a film critic's circle (where different genres of film are analyzed).	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Conferencing •Small group instruction	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
		<ul style="list-style-type: none"> •Library •Brainstorming •Predicting •Graphic organizers (Venn diagrams, word webs, etc.) 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models •Guest speakers •Field trips 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.6 Speaking and Listening						
B. Listen to selections of literature (fiction and/or nonfiction). •Relate them to previous knowledge. •Predict solutions to identified problems. •Summarize and reflect on what has been heard. •Identify and define new words and concepts. •Analyze and synthesize the selections relating	•Produce original informative essays, cinematic critiques, and film reviews. •Analyze text structures including chronological order, cause and effect, etc. •Read, respond, and reflect on different types of film reviews. •Recognize, define, and utilize selected vocabulary and terms from various	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Conferencing •Small group instruction	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
them to other selections heard or read.	texts. •Use context clues to determine word and term meanings/significance. •Recognize, analyze, and/or apply root words or terms, prefixes, and/or suffixes to understand vocabulary. •Use word and term origins to decipher word and term meanings.	•Library •Brainstorming •Predicting •Graphic organizers (Venn diagrams, word webs, etc.)	•CDs and MP3s •PowerPoint presentations •Anchor papers/models •Dictionary •Thesaurus	•Research projects •Graphic organizers •Teacher-made tests and quizzes	instructions •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing	•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.6 Speaking and Listening						
C. Speak using skills appropriate to formal speech situations. •Use a variety of sentence structures to add interest to a presentation. •Pace the presentation according to audience and purpose. •Adjust stress, volume, and inflection to provide emphasis to ideas or to influence the audience.	•Orally present informative essays, cinematic critiques, and film reviews for student-led discussion. •Participate in a film critic’s circle (where different genres of film are analyzed).	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Peer review •Conferencing •Small group instruction •Brainstorming	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
D. Contribute to discussions. •Ask relevant, clarifying questions. •Respond with relevant information or opinions to questions asked. •Listen to and acknowledge the contributions of others. •Adjust tone and involvement to encourage equitable participation. •Facilitate total group	•Use various reference books/media to locate information. •Take notes from informative, visual, and other written materials. •Take notes from oral presentations, lectures, and/or other audio/visual material. •Enhance listening skills •Lead group discussion of topic.	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Conferencing •Small group instruction	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
participation. •Introduce relevant, facilitating information, ideas, and opinions to enrich the discussion. •Paraphrase and summarize as needed.			<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.6 Speaking and Listening						
E. Participate in small and large group discussions and presentations. •Initiate everyday conversation. •Select and present an oral reading on an assigned topic. •Conduct interviews. •Participate in a formal interview (e.g. for job, college, etc.). •Organize and participate in informal debate around a specific	•Orally present informative essays, cinematic critiques, and film reviews for student-led discussion. •Participate in a film critic’s circle (where different genres of film are analyzed). •Follow written and oral directions.	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Peer review •Conferencing •Small group instruction •Brainstorming	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
topic. •Use evaluation guides (National Issues Forum, Toastmasters) to evaluate group discussion (e.g. of peers, on television, etc.).		<ul style="list-style-type: none"> •Outlining •Objective and interpretive discussion 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.6 Speaking and Listening						
F. Use media for learning purposes. •Use various forms of media to elicit information to make a student presentation, complete class assignments, and projects. •Evaluate the role of media in focusing attention and forming opinions. Create a multimedia (e.g. film, music, computer-graphic verbal)	•Create audio/visual materials for informative essays, cinematic critiques, and film reviews for presentations. •Orally present informative essays, cinematic critiques, and film reviews for student-led discussion. •Participate in a film critic’s circle (where different genres of film are	•Direct instruction •Cooperative learning •Modeling •Self-monitoring/ editing •Note taking •Technology in the classroom •Outlining •Peer review •Conferencing •Small group instruction	•Class textbooks •Library •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.6 Speaking and Listening						
presentation for display or transmission that demonstrates an understanding of a specific topic or issue or teaches others about it..	analyzed). •Follow written and oral directions.	<ul style="list-style-type: none"> •Predicting •Brainstorming •Graphic organizers (Venn diagrams, word webs, etc.) 	<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Anchor papers/models 	<ul style="list-style-type: none"> •Research projects •Graphic organizers •Teacher-made tests and quizzes 	instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Small group instruction •Conferencing 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.7 Characteristics and Functions of the English Language						
A. Describe the influence of historical events on the English language.	<ul style="list-style-type: none"> ● Interpret and discuss history and its relation to topics pertaining to film criticism. 	<ul style="list-style-type: none"> ● Direct instruction ● Cooperative learning ● Modeling ● Note taking ● Technology in the classroom ● Outlining ● Conferencing ● Small group instruction ● Brainstorming ● Graphic organizers 	<ul style="list-style-type: none"> ● Class textbooks ● Supplemental Materials ● DVD/ VCR Player ● DVDs and VHSs ● Film strips ● DVD-ROMS ● CD-ROMS ● Educational internet resources ● Transparencies 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: informational, film analyses, opinion-based criticisms, etc. ● Class discussion ● Oral presentations ● Teacher observations ● Notes, outlines, etc. 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● Oral testing ● Break down complex tasks ● Student demonstrations ● Review directions ● Limit number and length of directions ● Encourage 	<ul style="list-style-type: none"> ● Encourage independent study, enrichment, and exposure. ● Encourage students to view and analyze film outside of classroom activities. ● Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.7 Characteristics and Functions of the English Language						
			<ul style="list-style-type: none"> •CDs and MP3s •PowerPoint presentations •Guest speakers •Field trips 	<ul style="list-style-type: none"> •Peer review •Research projects •Graphic organizers •Teacher-made tests and quizzes 	students to repeat instructions <ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring 	criticism. <ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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<p>1.7 Characteristics and Functions of the English Language</p>						
<p>B. Analyze when differences in language are a source of negative or positive stereotypes among groups.</p>	<ul style="list-style-type: none"> ● Interpret and discuss film genres of different nations and cultures and their impact on American society. ● Critique the affect of film studios on producing positive and negative stereotypes of groups. ● Debate issues related to film criticism and modern culture. 	<ul style="list-style-type: none"> ● Direct instruction ● Cooperative learning ● Modeling ● Note taking ● Technology in the classroom ● Outlining ● Conferencing ● Small group instruction ● Brainstorming ● Graphic organizers 	<ul style="list-style-type: none"> ● Class textbooks ● Supplemental Materials ● DVD/ VCR Player ● DVDs and VHSs ● Film strips ● DVD-ROMS ● CD-ROMS ● Educational internet resources ● Transparencies 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: informational, film analyses, opinion-based criticisms, etc. ● Class discussion ● Oral presentations ● Teacher observations ● Notes, outlines, etc. 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● Oral testing ● Break down complex tasks ● Student demonstrations ● Review directions ● Limit number and length of directions ● Encourage 	<ul style="list-style-type: none"> ● Encourage independent study, enrichment, and exposure. ● Encourage students to view and analyze film outside of classroom activities. ● Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.7 Characteristics and Functions of the English Language						
C. Explain and evaluate the role and influence of the English language within and across countries.	<ul style="list-style-type: none"> ● Interpret and discuss film genres of different nations and cultures and their impact on American society. ● Apply various techniques of style, purpose, audience, diction, and tone. 	<ul style="list-style-type: none"> ● Direct instruction ● Cooperative learning ● Modeling ● Note taking ● Technology in the classroom ● Outlining ● Conferencing ● Small group instruction ● Brainstorming ● Graphic organizers 	<ul style="list-style-type: none"> ● Class textbooks ● Supplemental Materials ● DVD/ VCR Player ● DVDs and VHSs ● Film strips ● DVD-ROMS ● CD-ROMS ● Educational internet resources ● Transparencies 	<ul style="list-style-type: none"> ● Rubrics ● Student writing: informational, film analyses, opinion-based criticisms, etc. ● Class discussion ● Oral presentations ● Teacher observations ● Notes, outlines, etc. 	<ul style="list-style-type: none"> ● Repeated practice ● Design and/or adapt teacher materials ● Design and/or adapt rubrics ● Oral testing ● Break down complex tasks ● Student demonstrations ● Review directions ● Limit number and length of directions ● Encourage 	<ul style="list-style-type: none"> ● Encourage independent study, enrichment, and exposure. ● Encourage students to view and analyze film outside of classroom activities. ● Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and

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1.7 Characteristics and Functions of the English Language						
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1.8 Research						
A. Select and refine a topic for research.	<ul style="list-style-type: none"> •Correctly assemble works cited/ consulted (bibliography). •Correctly document source material. •Evaluate validity and quality of resource materials. •Follow written and oral directions. 	<ul style="list-style-type: none"> •Direct instruction •Cooperative learning •Modeling •Note taking •Technology in the classroom •Outlining •Conferencing •Small group instruction •Brainstorming •Graphic organizers •Library •Predicting 	<ul style="list-style-type: none"> •Class textbooks •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies •CDs and MP3s •PowerPoint 	<ul style="list-style-type: none"> •Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review •Research 	<ul style="list-style-type: none"> •Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions 	<ul style="list-style-type: none"> •Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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1.8 Research						
		<ul style="list-style-type: none"> •Graphic organizers (Venn diagrams, word webs, etc.) •Peer review •Self-monitoring/editing 	Presentations <ul style="list-style-type: none"> •Anchor papers/models •Guest speakers •Field trips 	projects <ul style="list-style-type: none"> •Graphic organizers •Teacher-made tests and quizzes •Standardized tests 	<ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Seat assignments 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.

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1.8 Research						
B. Locate information using appropriate sources and strategies. •Determine valid resources for researching the topic including primary and secondary sources. •Evaluate the importance and quality of the sources. •Select sources appropriate to the breadth and depth of the research (e.g. dictionaries,	•Compile and organize information for individual/group projects. •Correctly assemble works cited/ consulted (bibliography). •Evaluate validity and quality of resource materials. •Establish and support a thesis statement. •Create writings that model various types of film	•Direct instruction •Cooperative learning •Modeling •Note taking •Technology in the classroom •Outlining •Conferencing •Small group instruction •Brainstorming •Graphic organizers •Library •Predicting	•Class textbooks •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies •CDs and MP3s •PowerPoint	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review •Research	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

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<p>1.8 Research</p>						
<p>thesauruses, other reference materials, interviews, observations, and computer databases). •Use table of contents, indices, key words, cross references, and appendices. •Use traditional electronic search tools.</p>	<p>reviews. •Recognize the function of style, purpose, audience, diction, and tone.</p>	<p>•Graphic organizers (Venn diagrams, word webs, etc.) •Peer review •Self-monitoring/editing</p>	<p>Presentations •Anchor papers/models •Guest speakers •Field trips</p>	<p>projects •Graphic organizers •Teacher-made tests and quizzes</p>	<p>•Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Seat assignments</p>	<p>•Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.</p>

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1.8 Research						
C. Organize, summarize, and present the main ideas from the research. •Take notes relevant to the research topic. •Develop a thesis statement based on the research. •Anticipate readers' problems or misunderstandings. •Give precise, formal credit for others' ideas, images, or information using a standard method of	•Orally present information and moderate discussion. •Correctly assemble works cited/ consulted (bibliography). •Evaluate validity and quality of resource materials. •Correctly document source materials. •Participate in a film critic's circle (where different genres of film are	•Direct instruction •Cooperative learning •Modeling •Note taking •Technology in the classroom •Outlining •Conferencing •Small group instruction •Brainstorming •Graphic organizers •Library •Predicting	•Class textbooks •Supplemental Materials •DVD/ VCR Player •DVDs and VHSs •Film strips •DVD-ROMS •CD-ROMS •Educational internet resources •Transparencies •CDs and MP3s •PowerPoint	•Rubrics •Student writing: informational, film analyses, opinion-based criticisms, etc. •Class discussion •Oral presentations •Teacher observations •Notes, outlines, etc. •Peer review •Research	•Repeated practice •Design and/or adapt teacher materials •Design and/or adapt rubrics •Oral testing •Break down complex tasks •Student demonstrations •Review directions •Limit number and length of directions •Encourage students to repeat instructions	•Encourage independent study, enrichment, and exposure. •Encourage students to view and analyze film outside of classroom activities. •Encourage and provide opportunities during and outside of class through formal and informal extracurricular activities pertaining to film production and criticism.

**WEST JEFFERSON HILLS SCHOOL DISTRICT
THOMAS JEFFERSON HIGH SCHOOL - ENGLISH CURRICULUM**

GRADES 10-12 INTRODUCTION TO FILM CRITICISM

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1.8 Research						
documentation.	analyzed).	<ul style="list-style-type: none"> •Graphic organizers (Venn diagrams, word webs, etc.) •Peer review •Self-monitoring/editing 	Presentations <ul style="list-style-type: none"> •Anchor papers/models •Guest speakers •Field trips 	projects <ul style="list-style-type: none"> •Graphic organizers •Teacher-made tests and quizzes 	<ul style="list-style-type: none"> •Teacher read tests •Extended time •Monitor example through models •Use multi-sensory approach •Reduce distracting stimuli •Present visual and/or auditory materials •Peer tutoring •Seat assignments 	<ul style="list-style-type: none"> •Provide more challenging academic materials. •Provide more challenging opportunities. •To do an independent research project •To do a cross-curricular activity where ideas learned in one class are actively applied in another academic forum.