

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed Film as Literature

Proposal submitted by Bonny Marsicano

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

High School English Department

Grade 12

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

Semester length (½ year)

½ English Credit

3 weight

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course emphasizes film as literature with a focus on film history, techniques, and genres. Using film as text, students explore the relationships in visual media among concept, theme, structure, and style. Focusing on film as an intellectual and visual puzzle to be discovered like a book or short story, students are encouraged to develop analytical

skills and refine their critical abilities through the viewing of modern and classic films. Students will be able to define key terms related to literary techniques, movements, and historical periods relevant to the course focus. Students will develop an understanding in the ways in which reading literature helps us develop empathy, develops our social imaginations, and expands the boundaries (geographical, chronological, ontological) of our world. The focus of this course involves an active, critical response to literature and film. Students will engage in research, writing, and documentation methods. Students can expect required readings, writing, discussions, and multimedia projects.

This course is intended to be taken either as an elective in addition to a core English course, or taken to fulfill the senior Language Arts English credit in tandem to another semester length course "Selective."

4. Please indicate the target population for this proposal.

Grade 12 students interested in pursuing careers related to film, drama and theatre, production, writing (creative writing, screenplays), visual arts, humanities; or have an avid interest in the subject.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is being offered as part of the proposed senior "Selectives" choice course offerings. It is being offered in addition to the current course offerings of Individual Perspectives (Currently "Perspectives"), Diverse Perspectives (Currently "Perspectives"), Honors Humanities, AP Language and Composition, AP Literature, and Young Americans (ECE).

6. List any prerequisites for this course or instructional program.

There are no prerequisites other than successful completion of English requirements in grades 9, 10 and 11.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

Film, like literature, has the power to transport us to a new world - to stimulate our imaginations and show us new places, experiences, and perspectives. Film, including documentaries, also has the power to inform, engage, motivate, and change us. In this course, students learn how filmmakers turn the written word into visual art, read literature that is aligned with specific films, and compare and contrast the two

media. In addition, students evaluate the impact of varied films and analyze what makes them powerful. Students write creatively and persuasively throughout the course.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

This course is designed as part of the senior “Selectives” course offerings to fulfill the proposed high school Pathways of available learning opportunities.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Unit 1: Film as Literature - Critiquing classic films (plot, setting, point of view, character development, theme, dramatic irony, suspense, effects); Compare/Contrast prose and film. (7 weeks)

Unit 2: The Art of Filmmaking - Analyzing the techniques of iconic filmmakers, i.e., Orson Wells, Alfred Hitchcock, Ang Lee, Steven Spielberg. (7 weeks)

Unit 3: Documentaries and Social Change- Evaluating powerful documentaries, i.e., The Thin Blue Line, Blackfish, A Girl in the River, Supersize Me, Four Little Girls, Vietnam -Ken Burns.) (4 weeks)

(The formal written curriculum is currently in development).

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The course will be taught by a current member of the high school English Department.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The course will not require a textbook, however access to online resources including film and media content, documentaries, and paired literature will be required. The purchase of supporting literature may be required, pending finalization of the written curriculum.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course is designed as part of the senior "Selectives" course offerings to fulfill the proposed high school Pathways of available learning opportunities. It is being offered to support and collaborate with courses offered in the History, Performing Arts, and Technology departments.

Signatures of those making this proposal:

Teacher

Date



Department Chair (if applicable)

01/11/2021
Date



Principal

1/12/21
Date



Assistant Superintendent

1/20/21
Date