



Three Rivers School District

PLANNED COURSE STATEMENT

Course Title: Intro to Film as Literature	Grade Level(s): 8
Length of Course: Quarter	Required/Elective: Elective
Adopted/Supplemental Materials:	

Offered at:	Applegate	Fleming X	Lincoln Savage	Lorna Byrne
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COURSE DESCRIPTION:

In this literature class, students will analyze and study film as a form of literature. Students will learn how literary elements operate in the film medium. Symbolism, characterization, and theme are some of the elements that will be studied. Students will learn to analyze how traditional literature and film are related through the study of these elements. They will study a genre of film as an introduction to the Film as Literature class offered at the high school level. Students will be taught how to create storyboards to show the conversion of text to visual concepts.

COURSE GOALS:

Students will use this Film as Literature class to learn and practice the following skills:

1. Read, understand, and interpret literature and learn how this literature is converted to film.
2. Identify and explain the function of literature and how it relates to filmmaking.
3. Understand, learn, and use new vocabulary that is introduced in text and film.
4. Analyze **and** explain the roles of characters in literature/film.
5. Identify, analyze, and interpret the use of literary elements in literature/film (plot, character traits/interaction, setting, theme, narration, etc.).
6. Identify similarities and differences in literature/ films.

ASSESSMENT STRATEGIES:

Students will do daily work, journals, reports (oral and written), quizzes and tests. Students who have not passed benchmark testing will be asked to test in reading and/ or writing. Students who have not met the requirements for work samples will submit a written and/or speaking sample for proficiency documentation.

ACCOMMODATIONS AND MODIFICATIONS:

Any student who feels the course is moving too slowly and demonstrates mastery at benchmark level for reading and by consistently exceeding expectations for regular assignments is

encouraged to meet with the teacher for more rigorous assignments. Placement in an Advanced Placement class will be explored as an option. More rigorous work will include alternate assignments, NOT ADDED ASSIGNMENTS, will be offered and graded using the same standards for any work completed by any literature student. Conversely, a student with an IEP who needs more time to complete the work may have assignments modified to meet his/her needs.

CAREER RELATED LEARNING STANDARDS:

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time) apply decision-making and problem solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use, and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals, demonstrate academic knowledge and technical skills required for successful employment.

PLANNED COURSE STATEMENT

Course Title: Interactive Investigations (elective)	Grade Level: 6th grade
Length of Course: 9 weeks--1 Quarter	Credit Area or Type: none
Offered at: Lincoln Savage Middle School	

Prerequisite: none

Adopted/Supplemental Materials: various board games

Course Description:

Interactive investigations are a fun way to teach students many necessary life skills. They develop social-emotional traits such as collaboration, self-awareness, empathy, and self-motivation. A more inclusive way to build community, promote diversity of all abilities, and strengthen communication, they also incorporate math and ELA skills in an engaging way.

Course Goals:

- To provide students with a diverse and inclusive learning experience through group interactions **to support pillars of their emotional and social health. ie: Social belonging, growth mindset, self-regulation**

Standards: Taken from Oregon Essential Skills:

- CCSS.ELA-LITERACY.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. - interpreting directions
- CCSS.ELA-LITERACY.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (interpreting game directions)
- CCSS.ELA-LITERACY.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - Demonstrate the ability to read and understand text
 - Summarize and critically analyze key points of text
 - Follow instructions from informational or technical text
- Apply mathematics as needed per supervised practice
- Apply ELA skills as needed per supervised practice
- Listen actively and speak clearly and coherently
- Think critically and analytically to problem solve

Assessment Strategies:

Grades will be based on a point system. Assignments types include the following:

- Personal Responsibility
 - ❖ Effort in Learning
 - ❖ Participation
 - ❖ Classroom Preparedness



◆ Adhering to Due Dates

Accommodations and Modifications:

Students will be provided accommodations and modifications appropriate to their IEP. Such accommodations and modification may include but are not limited to :

- Extended time
- Preferential seating
- Verbal assessment knowledge
- Written copy of directions

Career Related Learning Standards:

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision making and problem solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use and transfer information, and demonstrate academic knowledge and technical skills required for successful employment.



Three Rivers School District
PLANNED COURSE STATEMENT

Course Title: Creative Design (3D and 2D)	Grade Level(s): 6, 7, 8
Length of Course: Quarter	Credit Area: Elective
Prerequisite:	Amount of Credit: .25
Adopted/Supplemental Materials: Access to one or more 3D printers and vinyl cutters	
Dual Credit Articulation:	

Offered at: Fleming

COURSE DESCRIPTION:

In this design focused technology class, students will create 3D designs on a free, online-based software that creates 3D models. A selection of these designs will be printed out with dedicated 3D printers, allowing the students to have and take home the physical result of their virtual design. Students will also create 2D designs on a different free, online-based software that creates 2D vector files. A selection of these designs will be cut out of vinyl using dedicated vinyl cutters. The vinyl can either be for a sticker, like a bumper sticker or sticker for a binder, or heat-transfer vinyl, which can be applied to shirts, mugs, hats, or other items.

COURSE GOALS:

Students will be learning how to digitally model items based on prompts in 3D, and will learn how to design with successful 3D printing in mind. Students will also learn how to create and modify vector graphics, especially for vinyl cuts. They will learn how to create their own T-shirt and stickers, how the weeding process works, and how to maximize the effectiveness of a design for vinyl.

ASSESSMENT STRATEGIES:

Students will be assessed primarily by perceived effort and dedication to excellence in their designs. Time spent on each design, as well as how well their design satisfies the given prompt and/or criteria.

ACCOMMODATIONS AND MODIFICATIONS:

Modifications could be made if necessary for students who are on an IEP. They may do less assignments overall so that they have more time to complete them. Accommodations may include certain allowances - like tracing or incorporating pre-made objects or graphics.

CAREER RELATED LEARNING STANDARDS:

This class likely addresses a variety of engineering standards present in science curriculum standards. Students are expected to come up with creative solutions by designing objects or images that address the prompt at hand. They learn valuable skills that are absolutely transferable to daily life (3D modeling and 2D graphics creation) and will leave with a greater understanding and appreciation of 3D printing and vinyl cutting.

