

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: Redlands eAcademy Department Electives
(course offerings will be made available for all schools)

Contact Information

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Summer Contact Person: Raelene Chaney

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Course Information

Course Title: Film and Literature Transcript Name (15 Max): Film and Lit

Length of course: one year Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: Elective
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Secondary ELA Credential Additional Training: _____

Department Review Date: 9/3/24 Dept. Signature: _____

Site Administrator Signature: _____

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Mark Blum Date reviewed: 9/10/24

- ☒ District section of this form is appropriately completed
- ☒ All required attachments are affixed and appropriate
- ☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: _____

Course Approval Curriculum Committee

Approved by: Majority Decision 85% Date approved: 9/20/24

Date approval/disapproval notification letter sent: 10/9/24

Signature: _____

Board Submission Date: _____ Board Approved Date: _____

Assignments

While reading the short stories students mapped the elements of plot, tracked character development, and wrote about the theme of each piece using evidence from the text. While watching the films students would take notes on the mood and how it was created and would also keep track of different film shots used and what the effect of those shots had on the audience.

Unit 2: Harry Potter and the Sorcerer's Stone

Students closely read and analyze Harry Potter and the Sorcerer's Stone by J.K. Rowling. During this unit students get involved in the fan-base by participating in some of the same activities that Harry does by going on Pottermore. Students get sorted into their Hogwarts House and get a wand by participating on Pottermore. Students also get sorted in Hogwarts houses and research the history of their house in their houses. Students also read excerpts from "Hogwarts an Incomplete and Unreliable Guide" by J.K. Rowling in order to learn more about the Harry Potter world. During this unit students learn about the hero's journey, diction by looking closely at the language Rowling uses for spells and professor's names, symbolism, and the legends behind alchemy. The goal of this unit is to closely analyze the text while also fostering a love for reading by interacting with the large fan-base.

Assignments

Students compare and contrast the novel and film and focus on character development throughout both. Harry changes greatly throughout the novel and students trace these changes closely and support their position with evidence from the text and film

Unit 3: Journey to the Center of the Earth

Students closely read and analyze Journey to the Center of the Earth by Jules Verne. They will work in groups to identify, discuss, and compare/contrast cultural norms and beliefs from when the story was first written in 1864 and current cultural norms and beliefs. Students will look at what makes this story "timeless" and analyze the different film adaptations made since the book was first published. They will look at how film technology has changed and have a mini debate on whether the technology has helped or hindered the original story.

Assignments

Students will write a newspaper article detailing the adventure as if they were one of the characters in the story (or interviewing a character that was present for the adventure). They will follow the journalistic format to complete the assignment.

Unit 4: The Hunger Games

Students will closely read The Hunger Games by Suzanne Collins and will compare and contrast the depiction of the stories through film and text. The students will analyze the comparison between the thirteen districts and the original thirteen colonies in the United States. Students will also analyze the symbolism of the mockingjay and how that represented freedom and compare and