

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: AMERICAN SOCIETY AND FILM (4: 1967-1983) COURSE NUMBER: 120
GRADE(S): 11-12	NOTE: THIS COURSE FOCUSES ON FILM AS SOCIAL COMMENTARY. EACH TRIMESTER THE TEACHER SELECTS ONE OF FOUR ERAS TO BE STUDIED.

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
The Art of Watching Films	10 days	<ul style="list-style-type: none"> Film-making concepts and techniques Film appreciation and criticism Film history 	<p>Students will:</p> <ul style="list-style-type: none"> Identify characteristics of film. Compare and contrast art forms. Describe types of themes prevalent in films. Explain methods of characterization. Describe types of characters. Explain the goals of cinematic composition. Identify and describe film concepts. Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>. Summarize and evaluate key themes in film history. Observe and interpret material from the film <i>American Cinema</i>. Observe and interpret material from the film <i>How Movies Work</i>. Investigate film techniques using computer technology. Work in cooperative learning groups. 	<ul style="list-style-type: none"> Test Discussions Film clip analysis and evaluation Film analysis through CD-ROM 	History 2,6 Economics 14
Alienation & Rebellion	15 days	<ul style="list-style-type: none"> Civil Rights Movement The Counterculture The Vietnam War Protests and Rebellion The conservative reaction Cinematic reflections of the rebellious movement in American society as well as a cinematic backlash that defended middle American values. 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the characteristics of the civil rights movement. Evaluate the impact of individuals who challenged racial intolerance. Analyze the role of government in promoting racial equality. Evaluate the role of technology in promoting social change. Investigate the Civil Rights Movement using computer technology. Work in cooperative learning groups. Evaluate information from primary and secondary sources. Describe and analyze the causes of war. Identify and evaluate the characteristics of war. Understand the implications of war. 	<ul style="list-style-type: none"> Test Discussions Investigative analysis through CD-ROM Alienation & rebellion: Written analysis of <i>The Graduate</i>, <i>Bonnie and Clyde</i>, <i>Easy Rider</i>, <i>Alice's Restaurant</i>, <i>Five Easy Pieces</i> Conservative reactions: comparative written analysis of vigilante & cops films of the 1970s: <i>Joe</i>, <i>The French Connection</i>, <i>Dirty Harry</i>, <i>Death Wish</i>, <i>Taxi Driver</i> 	History 1,2,3,4,5 Economics 13 Civics & Government 16,17,18,19

			<ul style="list-style-type: none"> Examine political characteristics of the 1960s. Describe the impact of demographic change. Understand the roots of generational differences. Describe and evaluate the seeds of cultural change. Understand the role of citizen protest in the American political system. Observe and analyze material from the films <i>Berkeley in the Sixties</i> and <i>1968</i>. Extrapolate material from <i>American Films of the '70s</i>. Critique various cinematic representations of the late 1960s and early 1970s. 		
Disaster and Conspiracy	7 days	<ul style="list-style-type: none"> Nixon and the Watergate Crisis Abuses of the FBI and CIA Cinematic reflections of the darkening mood in America of the early 1970s 	<p>Students will:</p> <ul style="list-style-type: none"> Describe responsible and irresponsible exercise of authority and power. Explain the place of institutions of government in checking the abuses of power. Evaluate the impact of the abuse of power on American citizens. Investigate material in secondary and primary sources. Observe and analyze material from the films <i>Watergate</i> and <i>The Secret Government</i>. Analyze the relationship between art and history. Extrapolate material from <i>American Films of the '70s</i>. Critique various cinematic representations of the early 1970s. 	<ul style="list-style-type: none"> Quiz Discussions Conservative response to society's problems: Written analysis of a "disaster film" of the 1970s Liberal response to society's problems: Written analysis of a "conspiracy film" of the 1970s 	History 1,2,3,4 Civics and Government 16,17,18,19
Rebels With A Cause	5 days	<ul style="list-style-type: none"> Cinematic depictions in the 1970s of characters who challenged or rebelled against societal norms 	<p>Students will:</p> <ul style="list-style-type: none"> Collaborate with others to research, prepare, and report on selected film. Understand and evaluate the role of individuals in challenging institutions. Analyze the relationship between art and history. 	<ul style="list-style-type: none"> Group oral presentations 	History 2,4,5 Geography 10 Economics 11,14 Civics & Government 16,19
Issues of the '70s	11 days	<ul style="list-style-type: none"> The view of war in the 1970s African-Americans Women and Men 	<p>Students will:</p> <ul style="list-style-type: none"> Collaborate with others to research, prepare, and report on selected topics. 	<ul style="list-style-type: none"> Oral presentations Issues of the '70s: Comparative written analysis of 2 films 	History 1,2,3,4 Civics & Government 16,

		<ul style="list-style-type: none"> • Teenagers • Changing societal values of the 1970s and early 1980s 	<ul style="list-style-type: none"> • Work in cooperative learning groups. • Describe and understand key issues of the 1970s. • Analyze the relationship between art and history. • Extrapolate material from <i>American Films of the '70s</i>. • Observe, analyze, and critique the film <i>Annie Hall</i>. • Observe, analyze, and critique the film <i>Breaking Away</i>. • Critique various cinematic representations of the 1970s. 	within chosen area of research	18,19
Whose Future?	5 days	<ul style="list-style-type: none"> • Science fiction and fantasy films as representative of the dialogue between conservative and liberal visions of American society 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze the relationship between art and history. • Compare and evaluate competing ideological interpretations. • Extrapolate material from <i>American Films of the '70s</i>. • Observe, analyze, and critique the film <i>Alien</i>. • Critique various cinematic representations of the Science Fiction genre in the 1970s and early 1980s. 	<ul style="list-style-type: none"> • Science Fiction as metaphor for societal concerns: Comparative written analysis of 2 films • Discussions 	History 2,4,5,6 Geography 10 Economics 11,14 Civics & Government 16,19,20
<i>The Godfather</i> Films	7 days	<ul style="list-style-type: none"> • The American Dream • The family • Politics, business, corruption, and morality • Male-female relations 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze responsible and irresponsible exercise of authority and power. • Analyze notions of success in America. • Analyze changing perceptions of the family. • Evaluate the relationship between wealth and power. • Evaluate notions of ethics and morality. • Describe and understand changing perceptions of male-female relations. • Analyze the relationship between art and history. • Interpret historical fiction. • Understand myths. • Evaluate notions of heroism. • Observe, analyze, and critique the films <i>The Godfather</i> and <i>The Godfather Part II</i>. 	<ul style="list-style-type: none"> • Discussions • Written analysis of <i>The Godfather</i> and <i>The Godfather Part II</i> 	History 1, 2 Geography 8 Economics 11,12, 14 Civics & Government 16,19,18,20