

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: AMERICAN SOCIETY AND FILM (1: AMERICAN MOVIES IN THE AGE OF ROOSEVELT, 1932-1945) 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 STUDIES.

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 	<ul style="list-style-type: none"> History 2,6 Economics 4
Early Depression Years, 1932-1935	10 days	<ul style="list-style-type: none"> Causes of the Great Depression Depression conditions Response of the Hoover Administration The Scottsboro Case FDR and the New Deal Hollywood musicals and Depression America The Gangster film genre and the challenge to authority Film and social injustice The Marx Brothers and Mae West challenge societal values Horror films and escapism 	<p>Students will:</p> <ul style="list-style-type: none"> Explain and evaluate economic change. Describe and evaluate the response of government to economic change. Evaluate institutional change. Brainstorm social conditions and analyze their impact. Describe and interpret expressions of racism. Compare and contrast regional differences. Work in cooperative learning groups. Analyze how films reflected the conditions, concerns, and hopes of the era. Observe and interpret material from <i>The Public Enemy</i>, <i>Top Hat</i>, and other films of the early 1930s. Extrapolate material from readings in <i>Hollywood's America</i>. Summarize material from <i>The Great</i> 	<ul style="list-style-type: none"> Written analysis of Hollywood musicals and Depression America Written analysis of Gangster Films and Depression America Written analysis of Social Consciousness films and Depression America Written analysis of Comic Films and Depression America Written analysis of Horror films and Depression America Test 	<ul style="list-style-type: none"> History 1,2,4,5,6 Economics 11,12,13,15 Civics & Government 16,19

			<p><i>Depression: America in the 1930s.</i></p> <ul style="list-style-type: none"> Observe and interpret material from the films: <i>The Great Depression, FDR, Scottsboro.</i> 	<ul style="list-style-type: none"> Discussions 	
The New Deal and the Common Man	13 days	<ul style="list-style-type: none"> FDR and the New Deal The Great Depression and farm workers The Great Depression and the industrial worker Blacks and Jews in the 1930s The Dust Bowl Frank Capra Films and the American Dream <i>The Grapes of Wrath</i>: literature into cinema <i>Citizen Kane</i> and the American Dream Screwball Comedies and notions of gender roles Film and social consciousness 	<p>Students will:</p> <ul style="list-style-type: none"> Explain and evaluate the response of government to economic change. Describe social and economic conditions and evaluate their impact. Analyze and evaluate struggles for social and economic rights. Understand cultural and ethnic differences. Evaluate reasons for and expressions of bigotry. Compare and contrast regional differences. Describe and analyze the impact of environmental change. <p>Students will:</p> <ul style="list-style-type: none"> Discuss and interpret various notions of the American Dream. Analyze and interpret the novel <i>The Grapes of Wrath</i>. Compare and contrast literature and film as art forms. Analyze how films reflected the conditions, concerns, and hopes of the era. Observe and interpret material from <i>Mr. Deeds Goes to Town, The Grapes of Wrath</i> and other films of the 1930s. Extrapolate material from readings in <i>Hollywood's America</i>. Summarize material from <i>The Great Depression: America in the 1930s.</i> Observe and interpret material from the films: <i>The Great Depression, Frank Capra's America.</i> 	<ul style="list-style-type: none"> Written analysis of Frank Capra films and the notion of the American Dream Written analysis of <i>Citizen Kane</i> and the notion of the American Dream Analytical essay comparing and contrasting the novel <i>The Grapes of Wrath</i> and its screen version Written analysis of Screwball comedies and gender roles Written analysis of social consciousness films Test Discussions 	<ul style="list-style-type: none"> History 1,2,3,4,5,6 Geography 7,8,9,10 Economics 11,12,13,15 Civics & Government 16,19
The Golden Age of the Studio System	5 days	<ul style="list-style-type: none"> Classic films of the height of the studio system 	<p>Students will:</p> <ul style="list-style-type: none"> Work in cooperative learning groups. Observe and interpret a film from the golden era of Hollywood. Collaborate with others to research, prepare, and report on selected film. 	<ul style="list-style-type: none"> Group oral presentations 	<ul style="list-style-type: none"> History 1,2,3
World War II	14 days	<ul style="list-style-type: none"> Causes of World War II The U.S., Japan, and Pearl Harbor Military aspects of the war Diplomatic aspects of the war 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the causes of war. Examine and analyze the impact of warfare. Understand and analyze uses of propaganda. 	<ul style="list-style-type: none"> Written analysis of <i>Casablanca</i> as a reflection of wartime values 	<ul style="list-style-type: none"> History 1,2,3,4,5,6 Geography 8 Economics

		<ul style="list-style-type: none"> • Social Changes and the Homefront • Hollywood and the effort to win the war • <i>Casablanca</i>: Will this Picture Help Win the War? • <i>The Best Years of Our Lives</i> and the adjustment to peacetime 	<ul style="list-style-type: none"> • Discuss and understand myths. <p>Students will:</p> <ul style="list-style-type: none"> • Evaluate notions of heroism. • Describe and evaluate economic change. • Describe and evaluate social change. • Examine and evaluate change in the role of government. • Analyze and evaluate struggles for social and economic rights. • Investigate World War II using computer technology. • Analyze how films reflected the conditions, concerns, and hopes of the era. • Observe and interpret material from <i>Casablanca</i>, <i>The Best Years of Our Lives</i> and other films of the 1940s. • Extrapolate material from readings in <i>Hollywood's America</i>. • Work in cooperative learning groups. • Observe and interpret material from the films: <i>The Homefront</i>, <i>WWII and the Propaganda War</i>. 	<ul style="list-style-type: none"> • Written analysis of WWII combat films and myths • Written analysis of comic/satirical films and the war • Written analysis of Hollywood and the homefront • Written analysis of the use of documentary films • Written analysis of <i>The Best Years of Our Lives</i> and the adjustment to peace • Test • Discussions • Understanding World War II through CD-ROM 	<ul style="list-style-type: none"> • 11,12,13,14 • Civics & Government 16,19
Film History	10 days	<ul style="list-style-type: none"> • Film genres • Notable directors • The Hollywood system 	<p>Students will:</p> <ul style="list-style-type: none"> • Examine and evaluate the artistic vision and style of important directors. • Observe and analyze material from the films: <i>The Celluloid Closet</i>, <i>Jews</i>, <i>Movies</i>, and <i>the American Dream</i>, <i>Visions of Light</i>. • Analyze film clips. 	<ul style="list-style-type: none"> • Test 	<ul style="list-style-type: none"> • History 1,2,4,5 • Economics 12,13 • Civics & Government 19

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: AMERICAN SOCIETY AND FILM (2: 1946-1960) 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 4
World War II	10 days	<ul style="list-style-type: none"> Causes of World War II The U.S., Japan, and Pearl Harbor Military Aspects of the war Social changes and the Homefront 	<p>Students will:</p> <ul style="list-style-type: none"> Describe the causes of war. Examine and analyze the impact of warfare. Discuss and understand myths. Compare and contrast notions of heroism. Describe and evaluate political, economic, and social change. Analyze and evaluate struggles for social and economic rights. Investigate World War II using computer technology. Collaborate with others to research, prepare, and report on selected film. Critique various cinematic representations of WWII. Extrapolate material from readings in <i>Hollywood's America</i>. Observe and analyze material from the film <i>From Here to Eternity</i>. 	<ul style="list-style-type: none"> Test Discussions Group oral presentation Written analysis of <i>From Here to Eternity</i> Comparative written analysis of combat films Comparative written analysis of cinematic war heroes Comparative written analysis of unconventional, non-heroic film protagonists Written analysis of <i>The Bridge on the River Kwai</i> Written analysis of <i>The Caine Mutiny</i> Comparative written analysis of World War II action-adventure epics 	History 1,2,3,4,5,6 Geography 8 Economics 11, 12,13 Civics & Government 16,19

				<ul style="list-style-type: none"> • Written analysis of a key WWII battle and its cinematic interpretation • Cinema and biography: Written analysis of <i>Patton</i> • Rebirth of the combat film: Written analysis of <i>Saving Private Ryan</i> 	
Cold War and McCarthyism	12 days	<ul style="list-style-type: none"> • Origins of the Cold War • The Truman Doctrine and the Marshall Plan • The Berlin Airlift • The Korean War • Origins of McCarthyism • Hollywood and HUAC • Rise and fall of Joseph McCarthy • Atomic Weapons and the Cold War 	<p>Students will:</p> <ul style="list-style-type: none"> • Examine the causes of conflict. • Compare and contrast U.S.-Soviet responses. • Understand the origins of Red baiting. • Examine the moral dilemmas of informing. • Analyze the concept of demagoguery. • Evaluate the influence of new technology on politics. • Evaluate the impact of new technology on international relations. • Work in cooperative learning groups. • Extrapolate material from readings in <i>Hollywood's America</i>. • Evaluate information from primary sources. • Critique various cinematic representations of the McCarthy era. • Observe and analyze material from the films <i>Invasion of the Body Snatchers</i> and <i>On the Waterfront</i>. 	<ul style="list-style-type: none"> • Test • Discussions • Written analysis of the morality of informing: <i>On the Waterfront</i> • Written analysis of Westerns as reflections of Cold War ideology • Written analysis of science fiction films as representations of Cold War concerns • Comparative written analysis of cinematic depictions of McCarthyism: <i>The Front</i> and <i>Guilty By Suspicion</i> 	<p>History 1,2,3,4,5,6 Geography 8,10 Economics 15 Civics & Government 16,18,19,20</p>
Growing Up in the 1950s	8 days	<ul style="list-style-type: none"> • The Eisenhower Administration • Middle class life in the 1950s • Technological and economic changes • Education and Sputnik • Young people as a new social class • Cultural change 	<p>Students will:</p> <ul style="list-style-type: none"> • Examine political characteristics of the 1950s. • Describe the impact of demographic change. • Evaluate the impact of technological and economic change. • Understand the roots of generational differences. • Describe and evaluate the seeds of cultural rebellion • Investigate information in secondary source: <i>The Fifties</i>. • Extrapolate material from readings in <i>Hollywood's America</i>. • Observe and analyze material from the films <i>Eisenhower</i>, <i>The Beat</i>, <i>Early Legends of Rock 'n Roll</i>. • Critique various cinematic representations of young people in the 1950s. • Observe and analyze <i>Rebel Without A Cause</i>. 	<ul style="list-style-type: none"> • Test • Discussions • Written analysis of <i>Rebel Without A Cause</i> • Written analysis of cinematic depictions of juvenile delinquency: <i>The Wild One</i> and <i>Blackboard Jungle</i> • Written analysis of nostalgic cinematic depictions of growing up in the '50s: <i>Back to the Future</i>, <i>Diner</i>, <i>Peggy Sue Got Married</i>, <i>American Graffiti</i>, <i>Pleasantville</i> • Comparative written analysis of musical cinematic depictions of youth: <i>West Side Story</i> and <i>Grease</i> 	<p>History 1,2,3,6 Geography 9,10 Economics 13</p>
Social Issues	13 days	<ul style="list-style-type: none"> • Origins of the Civil Rights Movement 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe the causes of the civil rights movement. 	<ul style="list-style-type: none"> • Test • Discussions 	<p>History 1,2,3,4,5,6</p>

		<ul style="list-style-type: none"> Jackie Robinson and the integration of baseball The Emmett Till Case Rosa Parks, Martin Luther King, and the Montgomery Bus Boycott Crisis at Central High School African-Americans in Film The Quiz Show scandals Poverty and farm workers Other themes: Anti-Semitism, bigotry, substance abuse, freedom of speech, justice and the legal system 	<ul style="list-style-type: none"> 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. Examine the role of film in promoting and ending racial stereotypes. Analyze the conflict in ethics and other values created by new technology. Describe the characteristics of rural poverty. Collaborate with others to research, prepare, and report on selected film. Critique various cinematic representations of social issues in the 1950s. Extrapolate material from readings in <i>Hollywood's America</i>. Investigate information in secondary source: <i>The Fifties</i>. Investigate information in primary source: <i>Harvest of Shame</i>. Observe and analyze material from the films <i>The Rage Within, Eyes on the Prize, The Quiz Show Scandals, The Black Experience in Hollywood</i>. 	<ul style="list-style-type: none"> Group oral presentation Written analysis of cinematic depiction of race relations: <i>The Defiant Ones, Home of the Brave, The Long Walk Home, A Raisin in the Sun, Bad Day At Black Rock</i> Written analysis of film and the issue of anti-Semitism: <i>Gentleman's Agreement</i> Comparative written analysis of film and substance abuse: <i>The Man With the Golden Arm</i> and <i>Days of Wine and Roses</i> Written analysis of the justice system: <i>12 Angry Men, Judgment At Nuremberg, Inherit the Wind</i> Written analysis of television, ethics, and the American Dream: <i>Quiz Show</i> 	Geography 9 Economics 11,13, 14 Civics & Government 16,18,19
Men and Women	7 days	<ul style="list-style-type: none"> Changing gender roles and issues Changing attitudes toward sexuality 	Students will: <ul style="list-style-type: none"> Evaluate the role of economics and technology in promoting distinct gender roles and stereotypes. Examine the role of film in promoting gender stereotypes. Examine the role of film in challenging gender stereotypes. Examine the role of film in reflecting changing attitudes towards sexuality. Critique various cinematic representations of gender relations. Observe and analyze material from the films <i>Let's Play House, Burning Desire, The Celluloid Closet</i>. 	<ul style="list-style-type: none"> Discussions Written analysis of film and gender relations: <i>The Apartment, Adam's Rib, The African Queen, Marilyn Monroe</i> films, Doris Day films, films by Alfred Hitchcock 	History 1,2,3,4,6 Economics 13
Film History	If time permits	<ul style="list-style-type: none"> Film genres Notable directors 	Students will: <ul style="list-style-type: none"> Examine and evaluate the artistic vision and style of important directors. Examine film genres. 	<ul style="list-style-type: none"> Test 	History 1,2,4,5 Economics 12,13 Civics & Government 19

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: AMERICAN SOCIETY AND FILM (3: 1961-1974) 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 4
The Kennedy Years	13 days	<ul style="list-style-type: none"> Election of 1960 The Bay of Pigs Operation Mongoose The Cuban Missile Crisis The realities of Nuclear War Evaluation of JFK as President JFK assassination and the surrounding controversy 	<p>Students will:</p> <ul style="list-style-type: none"> Identify characteristics of the 1960 presidential election. Examine the causes of Cold War conflict. Describe and evaluate U.S. actions against Cuba. Analyze decision-making process of government leaders. Evaluate the impact of technology on international relations. Investigate the Kennedy assassination using computer technology. Work in cooperative learning groups. Compare and evaluate competing historical interpretations. Evaluate information from primary and secondary sources. Extrapolate material from readings in <i>Hollywood's America</i>. Observe, analyze, and critique the film <i>Dr. Strangelove</i>. Observe, analyze, and critique the film <i>JFK</i>. Analyze the relationship between art and history. Observe and interpret material from the film <i>Nuclear War: A Guide to Armageddon</i>. 	<ul style="list-style-type: none"> Test Discussions Investigative analysis through CD-ROM Written analysis of <i>Dr. Strangelove</i> Written analysis of <i>JFK</i> 	History 1,2,3,6 Geography 8,10 Economics 15 Civics & Government 16, 18

The Civil Rights Era	12 days	<ul style="list-style-type: none"> • Sit-Ins and Freedom Rides • Birmingham demonstrations • Death of Medgar Evers • March on Washington • Freedom Summer • The Selma Campaign • Black Power 	<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. • Extrapolate material from readings in <i>Hollywood's America</i>. • Compare and contrast cinematic images of African-Americans with their historical counterparts. • Compare and critique cinematic depictions of the Civil Rights Movement. • Analyze the relationship between art and history. 	<ul style="list-style-type: none"> • Test • Discussions • Investigative analysis through CD-ROM • Comparative written analysis of <i>In the Heat of the Night</i> and <i>Mississippi Burning</i> 	History 1,2,3,4,5,6 Civics & Government 16,17,18,19
The Vietnam War	8 days	<ul style="list-style-type: none"> • why the U.S. got involved in Indochina. • the significance of Ho Chi Minh, the Vietcong, and Ngo Dinh Diem. • Kennedy and troop commitment to Vietnam. • the circumstances surrounding the Gulf of Tonkin incident • the Johnson Administration arguments for escalation of the war. • the life of an American soldier in Vietnam. • the nature and significance of the My Lai massacre. • the significance of such terms as: free fire zone, body count, pacification, Indian 	<p>Students will:</p> <ul style="list-style-type: none"> • Describe and analyze the causes of war. • Identify and evaluate the characteristics of war. • Understand the implications of war. • Evaluate information from primary and secondary sources. • Extrapolate material from readings in <i>Hollywood's America</i>. • Compare and critique cinematic depictions of the Vietnam War. • Analyze the relationship between art and history. • Interpret historical fiction. • Understand myths. • Evaluate notions of heroism. 	<ul style="list-style-type: none"> • Test • Discussions • Written analysis of the Vietnam combat film: <i>Platoon</i> • Understanding mythic traditions: Written analysis of <i>The Green Berets</i> • Understanding historical drama: Written analysis of <i>The Killing Fields</i> • Comparing literature and film: Written analysis of the book and film versions of <i>Born on the Fourth of July</i> • Evaluating notions of heroism: Comparative written analysis of the protagonists in <i>The Green Berets</i>, <i>The Deer Hunter</i>, and <i>Coming Home</i> 	History 1,2,3,5 Geography 8,9,10 Civics & Government 16,18

		<p>Country, Vietnamization.</p> <ul style="list-style-type: none"> the significance of the Tet Offensive. The war during the Nixon years The outcome of the war 		<ul style="list-style-type: none"> Oscar-winning directors and the war: Analysis of Cimino's <i>The Deer Hunter</i>, Coppola's <i>Apocalypse Now</i>, or Kubrick's <i>Full Metal Jacket</i> 	
The Times They Are A Changin'	10 days	<ul style="list-style-type: none"> the social and cultural changes that took place in America during the 1960s the political protest that took place during the 1960s including the Free Speech Movement, Draft resistance, SDS, and Kent State the major events of 1968 	<p>Students will:</p> <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. Investigate material in secondary and primary sources. Observe and analyze material from the films <i>Berkeley in the Sixties</i> and <i>1968</i>. Collaborate with others to research, prepare, and report on selected film. Critique various cinematic representations of the late 1960s. 	<ul style="list-style-type: none"> Test Discussions Group oral presentation Written analysis of <i>The Graduate</i> Expressions of 1960s culture: Written analysis of one of the following: <i>Bonnie and Clyde</i>, <i>Easy Rider</i>, <i>Hair</i>, <i>The Doors</i>, <i>The Right Stuff</i>, <i>Midnight Cowboy</i>, <i>M*A*S*H</i>, <i>Carnal Knowledge</i>, <i>Five Easy Pieces</i>, <i>2001: A Space Odyssey</i>, <i>Clockwork Orange</i> 	History 1,2,3,4,5 Civics & Government 16,18,19
Watergate and Beyond	7 days	<ul style="list-style-type: none"> The Watergate Scandals The Impeachment Crisis The Secret Government: Abuses of the FBI and CIA 	<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>. Collaborate with others to research, prepare, and report on selected film. Analyze the relationship between art and history. Critique various cinematic representations of the early 1970s. 	<ul style="list-style-type: none"> Quiz Discussions Group oral presentation Written analysis of one of the following: <i>All the President's Men</i>, <i>Nixon</i>, <i>The Conversation</i>, <i>Chinatown</i>, <i>Network</i>, <i>The Godfather</i> films, <i>The Parallax View</i>, <i>Taxi Driver</i>, <i>Dirty Harry</i> 	History 1,2,3, Civics & Government 16, 17,18,19

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