

PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



At the Movies

English Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

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Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

**PARK RIDGE SCHOOL DISTRICT
PARK RIDGE, NJ**

ENGLISH DEPARTMENT, 2012 – 2013

COURSE TITLE/GRADE & SUBJECT: At The Movies/ gr.11 – 12 English

COURSE #: 1711

PREREQUISITE: successful completion of English 10

TIME ALLOCATION: one semester--five days per week (44 minutes per day) — 2.5 credits

TEXTS: *Understanding the Film* (National Textbook Company—teacher resource)

Little Big Man

Forrest Gump

Visions of Light

Gold Rush

Hugo

Citizen Kane

Rashomon

Casablanca

Dr. Strangelove

Sophie's Choice

Singin' in the Rain

Moulin Rouge

Rebel Without a Cause

The Graduate

Donnie Darko

Sticks and Stones

Grizzly Man

This is Spinal Tap

A Hard Day's Night

Being John Malcovich

A Bug's Life

COURSE PHILOSOPHY:

This course is designed for those students who are interested in developing and broadening their appreciation of film. Models of various types of film will be studied and analyzed. Students will develop media literacy and the ability to “read a movie.” Students will gain insight, understanding, and an aesthetic awareness of film by analyzing film as a distinctive art form. Through reading, discussions, and writing, students will gain experience and confidence in critical and evaluative analysis and in verbalizing their thinking.

OVERARCHING ENDURING UNDERSTANDINGS:

Film is a universally appealing medium.

Film genres are loose definitions of movie categories.

Films can be read like text.

Early filmmakers were challenged to create and innovate.

The camera can manipulate the audience’s emotions.

Costumes, characterizations, lighting and camera angles help audiences distinguish between good and bad “guys.”

Music can express feelings that cannot be expressed in words.

Filmmakers use cinematography and sound to engage audiences.

OVERARCHING ESSENTIAL QUESTIONS:

Why is film so popular?

Can all films be categorized into genres?

What makes a movie “good”?

How does one read a film?

How has film evolved?

Why do many people have different interpretations of the same event?

How do film audiences suspend their disbelief?

TABLE OF CONTENTS (UNITS OF STUDY):

UNIT 1 Introduction to Film and Its Genres

UNIT 2 Narrative History Via Film

UNIT 3 Techniques and Innovations

UNIT 4 Storytelling and Perspective

UNIT 5 Spirit of the Individual

UNIT 6 The Movie Musical

UNIT 7 Youth Cinema

UNIT 8 Documentary Style

UNIT 9 The Eye of the Camera

UNIT ONE: INTRODUCTION TO FILM AND ITS GENRES

UNIT SUMMARY:

Unit One of At The Movies introduces students to major film genres and some aspects of theater business. As a culminating event for this unit, students will select a genre for a film they would like to make, create treatments for original films, pitch the film to “executives,” and create basic advertisements for their original films.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will expand what they have learned about literature genres in the English classroom as the term is applied to film. In addition, students will be asked to articulate ideas for original films in writing and orally (English). Creating print advertisements for their films will ask students to think about appealing to the audience visually (Art).

An exploration of current films in the movie theater and film marketing will show students the link between art and economics (Financial, Economic, Business and Entrepreneurial Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

WRITING STANDARDS

W.11-12.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why is film so popular?
- Can all films be categorized into genres?
- What makes a movie “good”?
- What impact does advertising have on moviegoers?

UNIT ENDURING UNDERSTANDINGS:

- Film is a universally appealing medium.
- Film genres are loose definitions of movie categories.
- Widely-released films have marketable attributes.
- Film advertisements are geared to certain demographics of theatergoers.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 Weeks	<ul style="list-style-type: none"> ▪ Film as a universally appealing medium ▪ Film genres ▪ The attributes of a marketable film ▪ The persuasive techniques of advertising 	<ul style="list-style-type: none"> ▪ define various film genres ▪ film genres are loose definitions of movie categories ▪ recognize that filmmakers blur the lines between film genres ▪ identify persuasive techniques in movie advertising ▪ create original film treatments, pitches and advertisements. 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Film genre dramatizations ▪ Movie advertisement analysis <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Original film treatments ▪ Original film pitches ▪ Original film advertisements

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ Movie print advertisements ▪ Teacher-created handouts ▪ Sample treatment of <i>Countermeasures</i> by Carol Klutz ▪ Clip from TV show “On The Lot” ▪ LCD projector or SmartBoard ▪ Several current film previews 	<p>TEACHER NOTES/REFLECTIONS</p> <p>Film previews and print advertisements will represent films that are currently in movie theaters and appeal to different demographics.</p>
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UNIT TWO: NARRATIVE HISTORY VIA FILM

UNIT SUMMARY:

In Unit Two, students see events from American history on screen as narrative, historical fiction. As they maintain viewing logs, students understand the value of a familiar technique: the narrative voiceover!

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will apply literary analysis techniques as they “read” films (English). The films featured in this unit, *Little Big Man* and *Forrest Gump* use their protagonists to explore a wide range of events from America history (History).

Little Big Man and *Forrest Gump* show America as a multicultural nation with diverse cultures, religions and lifestyles (Global Awareness).

STANDARDS

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

WRITING STANDARDS

- W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARD

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

- L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- How does one read a film?
- How do filmmakers use voiceovers?
- How do filmmakers use narrators to tell stories?

UNIT ENDURING UNDERSTANDINGS:

- Films can be read like text.
- Voiceovers reinforce visual information.
- Narrators ease film transitions.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 weeks	<ul style="list-style-type: none"> ▪ Film as text ▪ Voiceovers ▪ The role of the narrator 	<ul style="list-style-type: none"> ▪ know audience etiquette expectations ▪ define voiceover ▪ list the major historical events 	Formative Assessments <ul style="list-style-type: none"> ▪ Film screen etiquette ▪ Historical event web quest

		dramatized in the films <ul style="list-style-type: none"> ▪ read a film ▪ note when voiceovers are used in film ▪ describe the role of narrators in film 	Summative Assessments <ul style="list-style-type: none"> ▪ Film screening etiquette quiz ▪ Viewing logs ▪ <i>Little Big Man/Forrest Gump</i> Essay
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TEACHER RESOURCES <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ <i>Little Big Man</i> ▪ <i>Forrest Gump</i> ▪ Teacher-created handouts ▪ Laptops ▪ Internet access ▪ DVD/VHS player ▪ LCD Projector or SmartBoard 	TEACHER NOTES/REFLECTIONS
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UNIT THREE: TECHNIQUES AND INNOVATIONS

UNIT SUMMARY:

During Unit Three, students move behind the camera as they consider how evolving technologies impact filmmakers' ability to tell their stories. The documentary *Visions of Light* summarizes the history of film for students through a variety of film clips from the early days of film to contemporary gems. Eventually students will have the opportunity to make their own observations about film technologies as they analyze and review Chaplin's *Gold Rush* (1925) and Scorsese's *Hugo* (2011).

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will practice annotation and writing as they learn how to write a film review in Unit Two (English). Students will also see the role of technology of filmmaking as they compare early silent film to a contemporary nominee for the Best Visual Effects Oscar (History, Art).

As students examine technology's impact on film innovation, they will consider the financial impact on film production and the price of admission (Financial, Economic, Business and Entrepreneurial Literacy).

STANDARDS

AEASTHETIC RESPONSES AND CRITIQUE METHODOLOGIES

1.4.12.B.3: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

READING INFORMATIONAL TEXT STANDARDSS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact..

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- What are the elements of an effective film review?
- How has film evolved?
- How do silent films compensate for the absence of dialogue?
- How does technology impact the arts?

UNIT ENDURING UNDERSTANDINGS:

- A film review must be informative without revealing the ending.
- Early filmmakers were challenged to create and innovate.
- Evolving techniques offer opportunities and challenges.
- Art and art-making reflect and affect the role of technology in a global society.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 weeks	<ul style="list-style-type: none"> ▪ Writing film reviews ▪ Early filmmakers ▪ Technology’s impact on film 	<ul style="list-style-type: none"> ▪ list the requirements of a film reviews ▪ know the challenges of early filmmakers ▪ find film review requirements in professional reviews ▪ write film reviews ▪ show how silent film actors compensate for the absence of dialogue 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Famous film “seen it” checklist ▪ Newspaper review collaborative puzzles ▪ Silent “film” creation <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing logs ▪ Film review annotation ▪ <i>Gold Rush</i> analysis ▪ Review of <i>Hugo</i>

TEACHER RESOURCES

- *Understanding the Film*
- *Visions of Light*
- teacher-created handouts
- *Gold Rush*
- *Hugo* (or most recent Best Visual Effects Oscar Nominee or Winner)
- 3D glasses for every student
- DVD/VHS player
- LCD Projector or SmartBoard

TEACHER NOTES/REFLECTIONS

As a means of showing the evolution of film technology, teachers may want to select a title that is a current Best Visual Effects Oscar Nominee or Winner. *Hugo* is an excellent choice, but it requires 3D glasses for optimal viewing.

UNIT FOUR: STORYTELLING & PERSPECTIVE

UNIT SUMMARY:

While perspective is discussed in both art and literature course, in film the two worlds collide. In watching films where the filmmaker literally takes on the perspective of various storytellers (*Citizen Kane* and *Rashomon*), students understand the concept in a visceral way. Viewing logs help student keep track of their data and eventually compose an essay about perspective in film.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will examine impact of perspective of the storyteller on a narrative (Art). As a culminating event, students will compare how both *Citizen Kane* and *Rashomon* use multiple perspectives to discuss the ambiguity of truth (English).

Kurosawa's *Rashomon* exposes students to Japanese cinema (Global Awareness).

STANDARDS

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story,

the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why do many people have different interpretations of the same event?
- How can the camera communicate the emotions of the characters?

UNIT ENDURING UNDERSTANDINGS:

- Multiple perspectives impact the interpretations of stories.
- The camera can manipulate the audience’s emotions.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 weeks	<ul style="list-style-type: none"> ▪ Multiple perspectives in film ▪ The camera as manipulator 	<ul style="list-style-type: none"> ▪ define perspective ▪ list differences between the stories presented by films' narrators ▪ explain why people may interpret events differently ▪ recognize differences in cinematography 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Event perspective dramatization <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ <i>Citizen Kane</i> analysis ▪ <i>Citizen Kane/Rashomon</i> Essay

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ teacher-created handouts ▪ <i>Citizen Kane</i> ▪ <i>Rashomon</i> ▪ Digital cameras ▪ DVD/VHS player ▪ LCD Projector or SmartBoard 	

UNIT FIVE: SPIRIT OF THE INDIVIDUAL

UNIT SUMMARY:

While film is a means of entertainment, Unit Five shows that film is also a means of commentary on politics (even propaganda), human nature, and the spirit of the individual. In addition to looking at the content of *Casablanca*, *Dr. Strangelove*, and *Sophie's Choice*, students will examine how costumes, lighting and camera angles also contribute to the themes and moods of the films. Students will use viewing logs to track their feelings and thoughts about the messages presented in the films. Eventually, they will analyze their feelings/thoughts in an essay.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

In Unit Five, students will understand how the aesthetics of film, costumes, lighting, camera angles, contributes to the audience's understanding of characters (Art). These cinematic devices will, in part, inform their discussion of the individual's ability to impact the world for good or evil (English).

The films in this unit (*Casablanca*, *Dr. Strangelove*, and *Sophie's Choice*) center on individuals who make incredible decisions during wartime. Although their genres and intents are very direct, the films show the global implications of civic decisions. In addition, *Sophie's Choice* presents issues of mental health as individuals attempt to overcome adversity and rebuild their lives.

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they

interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- How can an individual impact society?
- How do filmmakers suggest protagonists and antagonists to audiences?

UNIT ENDURING UNDERSTANDINGS:

- An individual has the power to do great good and harm
- Costumes, lighting and camera angles are means of characterization

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
3 weeks	<ul style="list-style-type: none"> ▪ The individual's responsibility for humanity ▪ Costumes, lighting and camera angles as characterization 	<ul style="list-style-type: none"> ▪ define the roles of significant individuals in history ▪ list ways that filmmakers suggest the natures of characters ▪ decide if films are forms of propaganda ▪ recognize filmmakers manipulating audiences' feelings about characters ▪ compare powerful individuals who do great good and harm 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Individuals impact on history web quest ▪ Dress Up activity <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ <i>Casablanca</i> as propaganda analysis ▪ <i>Casablanca/Dr. Strangelove</i> essay

TEACHER RESOURCES	TEACHER NOTES/REFLECTIONS
<ul style="list-style-type: none">▪ <i>Understanding the Film</i>▪ <i>Casablanca</i>▪ The Bureau of Motion Pictures Report of <i>Casablanca</i>▪ <i>Dr. Strangelove</i>▪ <i>Sophie's Choice</i>▪ DVD/VHS player▪ LCD Projector or SmartBoard	

UNIT SIX: THE MOVIE MUSICAL

UNIT SUMMARY:

With the popularity of TV shows *Glee* and *Smash*, students are more willing to accept a fictional world where people break into song and dance. Unit Six, has students observe the history of music in film and uncover how a stage musical, a stage music adapted for the screen and a movie musical and three very different art forms. At the end of the unit, students will create a treatment for a new, movie musical that demonstrates their understanding of the requirements of a musical on screen!

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Unit Six straddles the worlds of film and music as the movie musical is discussed. As a culminating event, students create a treatment for an original movie musical which, like *Singin' in the Rain* and *Moulin Rouge*, use contemporary music of the day to create the a contemporary movie musical (Arts, English).

As students create a contemporary movie musical, they are again urged to consider the current market and their demographic.

STANDARDS

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or

beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

WRITING STANDARDS

W.11-12.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ How does a movie musical differ from a stage musical? ▪ How can music be used as characterization? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Movie musicals use music to tell stories ▪ Songs in films are used as means of characterization
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 weeks	<ul style="list-style-type: none"> ▪ Music as narrative ▪ Songs as a means of characterization 	<ul style="list-style-type: none"> ▪ note the differences stage musicals and movie musicals ▪ define score, tone and range ▪ recognize how characters’ vocal tones and ranges are part of their characterization ▪ create musical premises based on popular music 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Comparison of clips of a filmed stage musical and a movie musical <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ <i>Sweeney Todd</i> analysis ▪ Original movie musical treatment ▪ Movie musical presentations

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ <i>Sweeney Todd</i> (1979) ▪ <i>Sweeney Todd</i> (2007) ▪ <i>Singin’ in the Rain</i> ▪ <i>Moulin Rouge</i> ▪ DVD/VHS player ▪ LCD Projector or SmartBoard ▪ CD player ▪ iPod speakers 	<p>TEACHER NOTES/REFLECTIONS</p> <p>The stage and film versions of <i>Sweeney Todd</i> are excellent illustrations of the difference between the screen and the stage. However, excerpts of any filmed musical on stage may be compared with its screen counterpart.</p>
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UNIT SEVEN: YOUTH CINEMA

UNIT SUMMARY:

Filmmakers who want to make a lot of money at the box office need to attract the coveted 16 to 24 demographic into movie theaters. Therefore, many films involve young protagonists! Even though times change, the themes of youth cinema remain essentially the same. In Unit Seven, students will screen a variety of films featuring young protagonists and ultimately discuss why these themes are prevalent in youth cinema.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will use music to underscore the emotions of characters—just like film composers must do (Arts). In addition, students will discuss the idea of privileged youth in crisis in an essay (English).

As students investigate why privileged youth are often represented as depressed and disengaged, conversations will emerge about the relationship between money and happiness (Financial, Economic, Business and Entrepreneurial Literacy). Options for finding satisfaction in life outside of financial success are inevitably part of class discussions (Health Literacy).

STANDARDS

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ Why do films about young people show them in emotional distress? ▪ Why are the children of the wealthy and powerful afraid of becoming their parents? ▪ How can music communicate emotion? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Youth is not idyllic. ▪ Wealth and power are less important than love and contentment. ▪ Music can express feelings that cannot be expressed in words.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 – 3 week	<ul style="list-style-type: none"> ▪ Rating systems ▪ Themes of youth cinema ▪ Music can express feelings that cannot be expressed in words 	<ul style="list-style-type: none"> ▪ explain how and why films are given ratings ▪ define science fiction ▪ create a soundtrack that enhances their “stories” ▪ establish the themes of films ▪ apply themes of the movies to their lives 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Comparison of parents’ high school experiences <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ Personal soundtrack ▪ <i>Rebel Without a Cause</i> worksheet ▪ <i>The Graduate</i> worksheet ▪ <i>Donnie Darko</i> essay

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ <i>Rebel Without a Cause</i> ▪ <i>The Graduate</i> ▪ <i>The Graduate</i> soundtrack ▪ <i>Donnie Darko</i> ▪ <i>Donnie Darko</i> Study Guide ▪ DVD/VHS player ▪ LCD Projector or SmartBoard ▪ iPod speakers 	<p>TEACHER NOTES/REFLECTIONS</p>
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UNIT EIGHT: DOCUMENTARY STYLE

UNIT SUMMARY:

In previous units, students explore film as fiction. In Unit Eight, students get to see film as non-fiction through documentary subjects. Documentarians generally let their subjects tell their stories and do not have the same creative teams as scripted films. Students will also get to see how documentaries have inspired the Mockumentary, a semi-scripted film that takes a gritty, realistic look at documentaries.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Students will explore non-fiction in film through documentaries and documentary style (English, Art).

Grizzly Man, a 2005 documentary film by German director Werner Herzog, chronicles the life and death of bear enthusiast Timothy Treadwell. The film shows Treadwell's tragic love of animals and their environment (Environmental Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

READING LITERATURE STANDARDS

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact..

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ What are the advantages and disadvantages do documentarians have? ▪ How have documentaries inspired narrative filmmaking? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Documentarians allow the subject matter to dictate the story ▪ A Mockumentary is a scripted, humorous documentary ▪ Documentary style is used in narrative films that require a gritty, realistic look
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
2 – 3 weeks	<ul style="list-style-type: none"> ▪ Documentaries and their subject ▪ Documentary style ▪ A Mockumentary is a scripted, humorous documentary 	<ul style="list-style-type: none"> ▪ describe the influence of documentaries on other genres ▪ define dolly shot and hand held technique ▪ create a documentary concept ▪ recognize that filmmakers create characters (even in documentaries) ▪ differentiate between dolly shots and hand held techniques 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ documentary concept ▪ handheld vs. dolly shot demonstration <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ <i>Grizzly Man/ This Is Spinal Tap</i> essay ▪ Documentary style worksheet

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ <i>Grizzly Man</i> ▪ <i>This is Spinal Tap</i> ▪ <i>A Hard Day's Night</i> ▪ DVD/VHS player ▪ LCD Projector & SmartBoard ▪ Video camera 	<p>TEACHER NOTES/REFLECTIONS</p> <p>Documentary and Mockumentary titles may be changed depending on the interests of the class.</p>
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UNIT NINE: THE EYE OF THE CAMERA

UNIT SUMMARY:

The first films screened during Unit One of At The Movies involve the experiences of a single protagonist dealing with the world. The course in its final unit ends with films that return to the experience of a protagonist. However, in Unit Nine, students now have the vocabulary to discuss how the filmmakers let us experience the lives of the protagonist via cinematography.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

The discussion of perspective introduced in Unit Four is expanded as a specific type of perspective, the point-of-view shot, is examined in detail (Arts). Students will continue to “read” films and offer articulate discussions of their meanings (English).

The point-of-view shot indicates the filmmaker’s need to see life through the eyes of someone else. This desire to be “in someone else’s shoes” suggests a spirit of mutual respect for others (Global Awareness).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

WRITING STANDARDS

W.11-12.2a-f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

LANGUAGE STANDARDS

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

<p>UNIT ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ▪ How do film audiences suspend their disbelief? ▪ How do different genres use the same cinematography techniques? 	<p>UNIT ENDURING UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ▪ Filmmakers use cinematography and sound to engage audiences. ▪ Cinematographic techniques are not limited by film genres.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
1 week	<ul style="list-style-type: none"> ▪ Cinematography and sound ▪ Cinematographic techniques ▪ Point-Of-View Shots 	<ul style="list-style-type: none"> ▪ define point-of-view shot ▪ describe the elements of a dark comedy ▪ recognize cinematography in animation ▪ identify point-of-view shots in a variety of genres 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ A day in the life camera experiment <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Viewing log ▪ <i>Being John Malcovich/A Bug's Life</i> short answer question (Final Exam)

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> ▪ <i>Understanding the Film</i> ▪ Digital camera ▪ <i>Being John Malcovich</i> ▪ <i>A Bug's Life</i> (or another short film that features the point-of-view shot) ▪ DVD/VHS player ▪ LCD Projector or SmartBoard 	<p>TEACHER NOTES/REFLECTIONS</p> <p>The final exam should include a film screening. The film must be under an hour and half. The last 30 minutes of the exam should assess student knowledge of the course as a whole (including the film screened during the beginning of the exam period). <i>A Bug's Life</i> is a great option, but other films should be included so that students are surprised on the day of the exam.</p>
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