

Week	Marking Period 1	Week	Marking Period 2
1	Pre-test/ Benchmark Students will study basic film history, vocabulary and production	11	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. ( Films based on Actual Events)
2	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (The Effects of Greed)	12	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. ( Films based on Actual Events)
3	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Coming of Age)	13	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Films based on American History)
4	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. ( Coming of Age)	14	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Films based on American History)
5	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Suspense/Mystery)	15	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Foreign Films)
6	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Suspense/Mystery)	16	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. ( Foreign Films)
7	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (The Human Spirit and Redemption)	17	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (The Anti-hero)
8	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (The Human Spirit and Redemption)	18	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. ( The Anti-hero)
9		19	Examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods. (Westerns/Action)
10	<b>Prepare and administer Mid-Term</b>	20	<b>Post-test/ Benchmark Prepare and Administer the Final Exam</b>

<b>Film as Literature</b>	<b>Time Frame: 20 Weeks: 82 minute blocks</b>
<b>Topic</b>	
<p><b>Film as Literature is designed to engage students in the relationship that exists between literature and film. Students will study basic film history, vocabulary and production, and compare and contrast literary elements with film elements. Students will also examine different genres of film, identifying major characteristics by viewing various movies of the same genre from different historical time periods.</b></p>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• What values, lifestyles, and points of view are represented in, or omitted from, film?</li> <li>• How does a listener understand a message delivered in a movie?</li> <li>• How do good writers express themselves about cinema?</li> <li>• What does it take to get “the story” onto the big screen?</li> <li>• How does a director use surrealistic cinematic techniques to represent human truths on the screen?</li> <li>• What editing techniques does the director choose when attempting to deliver the message of the story in the strongest way possible?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Movies have very specific values and points of view.</li> <li>• Effective listeners are able to interpret and evaluate increasingly complex messages in film.</li> <li>• Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression, when applied to film criticism.</li> <li>• Films are narratives that often reflect the elements of literature – setting, plot, character development.</li> <li>• Films often use the same methods as literature to develop plot, theme, and characters.</li> <li>• Film makers often model their movies after literature and real-life happenings and characters.</li> </ul>	
<b>Alignment to NJCCCS</b>	
<p><b>LA.11-12.CCSS.ELA-Literacy.RL.11-12.7 ,LA.11-12.CCCSS.ELA – Literacy.RL.11-12.10a,LA.11-12.CCCSS.ELA – Literacy.RL.11-12.10b,LA.11-12.CCSS.ELA-Literacy.RI.11-12.3,LA.11-12.CCSS.ELA-Literacy.RI.11-12.7,LA.11-12.CCSS.ELA-Literacy.CCRA.W.1,LA.11-12.CCSS.ELA-Literacy.W.11-12.8, LA.11-12.CCSS.ELA-Literacy.W.11-12.10,LA.11-12.CCSS.ELA-Literacy.SL.11-12.1,LA.11-12.CCSS.ELA-Literacy.SL.11-12.2, LA.11-12.CCSS.ELA-Literacy.CCRA.L.5 ,LA.11-12.CCSS.ELA-Literacy.L.11-12.6</b></p> <p><b>AR.9-12.1.1.12.1,AR.9-12.1.1.12.C.1,AR.9-12.1.1.12.2,AR.9-12.1.1.12.C.2 ,AR.9-12.1.1.12.1,AR.9-12.1.1.12.D.1,AR.9-12.1.1.12.2,AR.9-12.1.1.12.D.2,AR.9-12.1.2.12.1 ,AR.9-12.1.2.12.A.1,AR.9-12.1.2.12.2,AR.9-12.1.2.12.A.2</b></p>	
<b>Key Concepts and Skills</b>	
<ul style="list-style-type: none"> <li>• A film literate person can evaluate how words, images and sounds influence a message.</li> <li>• Paying attention to a film is an active process to gain understanding and give the student the ability to interpret and evaluate complex messages within the context of the film.</li> <li>• Writing is the process of communicating in print for a variety of audiences and purposes. This is especially true in writing about film.</li> <li>• Watching and effectively analyzing movies will allow students to improve reading and</li> </ul>	

critiquing literature by paying more attention to the story itself.

### Learning Activities

- Students will watch films focusing on specific genres (Suspense/mystery, human spirit and redemption, films based on true events, American history, foreign films, anti-hero, westerns/action, effects of greed, coming of age).
- Students will research the films and directors to put things in historical context (all movies).
- Students will pay close attention to the movies to determine the director's purpose in portraying various life lessons (all movies).
- Director biographical information – documentaries and note taking (all movies).
- In-class reading of passages of novels made into movies that are viewed in class (*Jaws*, *In Cold Blood*, *Gone with the Wind*, *One Flew over the Cuckoo's Nest*, *Seabiscuit*).
- Students will read actual dialogue from films that are viewed, then compare them to actual actors' reading of them (*Rocky*, *On the Waterfront*).
- Students will learn about filming a movie from storyboards (*Psycho*).
- Students will listen to famous soundtracks from movies and appreciate the importance of music in particular films and American culture (*Psycho*, *Jaws*, *The Godfather*, *Rocky*).
- Students will create a timeline and present one cultural event that occurred in the late 20<sup>th</sup> century, and explain its significance on society and how it was portrayed in film (*Forrest Gump*).
- Students will be exposed to foreign films with English subtitles to appreciate the art of filmmaking from a foreign perspective (*Sin Nombre*, *Slumdog Millionaire*, *Motorcycle Diaries*, *Life is Beautiful*).
- Students will learn about the beginning of the Talkies and the significance it had on the Silver Screen (*The Artist*, *Sunset Boulevard*).
- Students will read about the distinct characteristics of film noir and its influence on modern movies (*Double Indemnity*).
- Students will write persuasive essays on various social issues, including the death penalty, the effects of war, and mental illness in film (*In Cold Blood*, *Apocalypse Now*, *One Flew Over the Cuckoo's Nest*).
- Students will write reviews that demonstrate an understanding of various elements of film such as point of view, theme and plot (all movies).
- Students will create/present a movie poster of their favorite movie viewed in class, using citations from professional movie critics in their artwork (student choice).

### Assessments

#### Formative

- Class observation and discussion
- Group work and small group discussions
- Checking study guides for correct film analysis
- Creative response to songs and art associated with film and time period.
- Use common film terminology properly when writing movie reviews.
- Identifying well-known movie quotes as well-known expressions in American culture.

#### Summative

- Quizzes and tests on films/genres
- Write movie reviews
- Learn iconic movie quotes

- Regularly incorporate film terminology in movie reviews
- Historical background assessment on certain films.
- Visual graphic organizers to accompany assessments when necessary.

### 21<sup>st</sup> Century Skills

x	Creativity	x	Critical Thinking	x	Communication	x	Collaboration
x	Life & Career Skills	x	Information Literacy	x	Media Literacy		

### Interdisciplinary Connections

- Social Studies
- Religion
- Sociology
- Philosophy
- History
- Public Speaking
- Music
- Art

### Technology Integration

- Data Projector
- DVD
- Computer processing
- IPOD
- YouTube
- Internet/Video Library

### A Typical Example of Movies Genres Included in This Course:

#### Suspense/Mystery

- *Psycho* – Alfred Hitchcock
- *Jaws* – Steven Spielberg
- *Manchurian Candidate* – John Frankenheimer
- *Changeling* – Clint Eastwood

#### The Human Spirit and Redemption

- *Rocky* – John G. Avildsen
- *On the Waterfront* – Elie Kazan
- *The Pianist* – Roman Polanski
- *The Artist* – Michel Hazanavicius

#### Films based on True Events

- *In Cold Blood* – Richard Brooks
- *Seabiscuit* – Gary Ross
- *La Bamba* – Luis Valdez
- *Tucker* – Francis Ford Coppola
- *The Hoax* – Lasse Hallstrom
- *The King's Speech* – Tom Hooper

#### Films based on American History

- *Forrest Gump* – Robert Zemekis
- *Apocalypse Now* – Francis Ford Coppola

- *Gone With the Wind* – Victor Fleming

#### Foreign Films

- *Sin Nombre* – Cary Fukunaga
- *Slumdog Millionaire* – Danny Boyle
- *Motorcycle Diaries* – Walter Salles
- *Life is Beautiful* – Roberto Benigni

#### The Anti-hero

- *Cool Hand Luke* – Stuart Rosenberg
- *Dirty Harry* – Don Siegel
- *Rebel Without a Cause* – Nicholas Ray
- *The Godfather* – Francis Ford Coppola
- *One Flew Over the Cuckoo's Nest* – Milos Foreman
- *Sunset Boulevard* – Billy Wilder

#### Westerns/Action

- *Unforgiven* – Clint Eastwood
- *For a Few Dollars More* – Sergio Leone
- *Dances With Wolves* – Kevin Costner
- *Butch Cassidy and the Sundance Kid* – George Roy Hill

#### The Effects of Greed

- *Treasure of the Sierra Madre* – John Huston
- *Double Indemnity* – Billy Wilder
- *A Simple Plan* – Sam Raimi
- *Fargo* – Joel Coenh

#### Coming of Age

- *A Bronx Tale* – Robert DeNiro
- *Almost Famous* – Cameron Crowe
- *An Education* – Lone Scherfig
- *Mud* – Jeff Nichols