

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"> <li>Film-making concepts and techniques</li> <li>Film appreciation and criticism</li> <li>Film history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of film.</li> <li>Compare and contrast art forms.</li> <li>Describe types of themes prevalent in films.</li> <li>Explain methods of characterization.</li> <li>Describe types of characters.</li> <li>Explain the goals of cinematic composition.</li> <li>Identify and describe film concepts.</li> <li>Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>.</li> <li>Summarize and evaluate key themes in film history.</li> <li>Observe and interpret material from the film <i>American Cinema</i>.</li> <li>Observe and interpret material from the film <i>How Movies Work</i>.</li> <li>Investigate film techniques using computer technology.</li> <li>Work in cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Film clip analysis and evaluation</li> <li>Film analysis through CD-ROM</li> </ul>	<ul style="list-style-type: none"> <li>History 2,6</li> <li>Economics 4</li> </ul>
Early Depression Years, 1932-1935	10 days	<ul style="list-style-type: none"> <li>Causes of the Great Depression</li> <li>Depression conditions</li> <li>Response of the Hoover Administration</li> <li>The Scottsboro Case</li> <li>FDR and the New Deal</li> <li>Hollywood musicals and Depression America</li> <li>The Gangster film genre and the challenge to authority</li> <li>Film and social injustice</li> <li>The Marx Brothers and Mae West challenge societal values</li> <li>Horror films and escapism</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Explain and evaluate economic change.</li> <li>Describe and evaluate the response of government to economic change.</li> <li>Evaluate institutional change.</li> <li>Brainstorm social conditions and analyze their impact.</li> <li>Describe and interpret expressions of racism.</li> <li>Compare and contrast regional differences.</li> <li>Work in cooperative learning groups.</li> <li>Analyze how films reflected the conditions, concerns, and hopes of the era.</li> <li>Observe and interpret material from <i>The Public Enemy</i>, <i>Top Hat</i>, and other films of the early 1930s.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Summarize material from <i>The Great</i></li> </ul>	<ul style="list-style-type: none"> <li>Written analysis of Hollywood musicals and Depression America</li> <li>Written analysis of Gangster Films and Depression America</li> <li>Written analysis of Social Consciousness films and Depression America</li> <li>Written analysis of Comic Films and Depression America</li> <li>Written analysis of Horror films and Depression America</li> <li>Test</li> </ul>	<ul style="list-style-type: none"> <li>History 1,2,4,5,6</li> <li>Economics 11,12,13,15</li> <li>Civics &amp; Government 16,19</li> </ul>

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

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

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: AMERICAN SOCIETY AND FILM (2: 1946-1960)</b> <b>COURSE NUMBER: 120</b>
<b>GRADE(S): 11-12</b>	<b>NOTE: THIS COURSE FOCUSES ON FILM AS SOCIAL COMMENTARY. EACH TRIMESTER THE TEACHER SELECTS ONE OF FOUR ERAS TO BE STUDIED.</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
The Art of Watching Films	10 days	<ul style="list-style-type: none"> <li>Film-making concepts and techniques</li> <li>Film appreciation and criticism</li> <li>Film history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of film.</li> <li>Compare and contrast art forms.</li> <li>Describe types of themes prevalent in films.</li> <li>Explain methods of characterization.</li> <li>Describe types of characters.</li> <li>Explain the goals of cinematic composition.</li> <li>Identify and describe film concepts.</li> <li>Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i></li> <li>Summarize and evaluate key themes in film history.</li> <li>Observe and interpret material from the film <i>American Cinema</i>.</li> <li>Observe and interpret material from the film <i>How Movies Work</i>.</li> <li>Investigate film techniques using computer technology.</li> <li>Work in cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Film clip analysis and evaluation</li> <li>Film analysis through CD-ROM</li> </ul>	History 2,6 Economics 4
World War II	10 days	<ul style="list-style-type: none"> <li>Causes of World War II</li> <li>The U.S., Japan, and Pearl Harbor</li> <li>Military Aspects of the war</li> <li>Social changes and the Homefront</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the causes of war.</li> <li>Examine and analyze the impact of warfare.</li> <li>Discuss and understand myths.</li> <li>Compare and contrast notions of heroism.</li> <li>Describe and evaluate political, economic, and social change.</li> <li>Analyze and evaluate struggles for social and economic rights.</li> <li>Investigate World War II using computer technology.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> <li>Critique various cinematic representations of WWII.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Observe and analyze material from the film <i>From Here to Eternity</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Group oral presentation</li> <li>Written analysis of <i>From Here to Eternity</i></li> <li>Comparative written analysis of combat films</li> <li>Comparative written analysis of cinematic war heroes</li> <li>Comparative written analysis of unconventional, non-heroic film protagonists</li> <li>Written analysis of <i>The Bridge on the River Kwai</i></li> <li>Written analysis of <i>The Caine Mutiny</i></li> <li>Comparative written analysis of World War II action-adventure epics</li> </ul>	History 1,2,3,4,5,6 Geography 8 Economics 11, 12,13 Civics & Government 16,19

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

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

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: AMERICAN SOCIETY AND FILM (3: 1961-1974)</b> <b>COURSE NUMBER: 120</b>
<b>GRADE(S): 11-12</b>	<b>NOTE: THIS COURSE FOCUSES ON FILM AS SOCIAL COMMENTARY. EACH TRIMESTER THE TEACHER SELECTS ONE OF FOUR ERAS TO BE STUDIED.</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
The Art of Watching Films	10 days	<ul style="list-style-type: none"> <li>Film-making concepts and techniques</li> <li>Film appreciation and criticism</li> <li>Film history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of film.</li> <li>Compare and contrast art forms.</li> <li>Describe types of themes prevalent in films.</li> <li>Explain methods of characterization.</li> <li>Describe types of characters.</li> <li>Explain the goals of cinematic composition.</li> <li>Identify and describe film concepts.</li> <li>Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>.</li> <li>Summarize and evaluate key themes in film history.</li> <li>Observe and interpret material from the film <i>American Cinema</i>.</li> <li>Observe and interpret material from the film <i>How Movies Work</i>.</li> <li>Investigate film techniques using computer technology.</li> <li>Work in cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Film clip analysis and evaluation</li> <li>Film analysis through CD-ROM</li> </ul>	History 2,6 Economics 4
The Kennedy Years	13 days	<ul style="list-style-type: none"> <li>Election of 1960</li> <li>The Bay of Pigs</li> <li>Operation Mongoose</li> <li>The Cuban Missile Crisis</li> <li>The realities of Nuclear War</li> <li>Evaluation of JFK as President</li> <li>JFK assassination and the surrounding controversy</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of the 1960 presidential election.</li> <li>Examine the causes of Cold War conflict.</li> <li>Describe and evaluate U.S. actions against Cuba.</li> <li>Analyze decision-making process of government leaders.</li> <li>Evaluate the impact of technology on international relations.</li> <li>Investigate the Kennedy assassination using computer technology.</li> <li>Work in cooperative learning groups.</li> <li>Compare and evaluate competing historical interpretations.</li> <li>Evaluate information from primary and secondary sources.</li> <li>Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>Observe, analyze, and critique the film <i>Dr. Strangelove</i>.</li> <li>Observe, analyze, and critique the film <i>JFK</i>.</li> <li>Analyze the relationship between art and history.</li> <li>Observe and interpret material from the film <i>Nuclear War: A Guide to Armageddon</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Investigative analysis through CD-ROM</li> <li>Written analysis of <i>Dr. Strangelove</i></li> <li>Written analysis of <i>JFK</i></li> </ul>	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"> <li>• Sit-Ins and Freedom Rides</li> <li>• Birmingham demonstrations</li> <li>• Death of Medgar Evers</li> <li>• March on Washington</li> <li>• Freedom Summer</li> <li>• The Selma Campaign</li> <li>• Black Power</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the characteristics of the civil rights movement.</li> <li>• Evaluate the impact of individuals who challenged racial intolerance.</li> <li>• Analyze the role of government in promoting racial equality.</li> <li>• Evaluate the role of technology in promoting social change.</li> <li>• Investigate the Civil Rights Movement using computer technology.</li> <li>• Work in cooperative learning groups.</li> <li>• Evaluate information from primary and secondary sources.</li> <li>• Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>• Compare and contrast cinematic images of African-Americans with their historical counterparts.</li> <li>• Compare and critique cinematic depictions of the Civil Rights Movement.</li> <li>• Analyze the relationship between art and history.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Investigative analysis through CD-ROM</li> <li>• Comparative written analysis of <i>In the Heat of the Night</i> and <i>Mississippi Burning</i></li> </ul>	History 1,2,3,4,5,6 Civics & Government 16,17,18,19
The Vietnam War	8 days	<ul style="list-style-type: none"> <li>• why the U.S. got involved in Indochina.</li> <li>• the significance of Ho Chi Minh, the Vietcong, and Ngo Dinh Diem.</li> <li>• Kennedy and troop commitment to Vietnam.</li> <li>• the circumstances surrounding the Gulf of Tonkin incident</li> <li>• the Johnson Administration arguments for escalation of the war.</li> <li>• the life of an American soldier in Vietnam.</li> <li>• the nature and significance of the My Lai massacre.</li> <li>• the significance of such terms as: free fire zone, body count, pacification, Indian</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe and analyze the causes of war.</li> <li>• Identify and evaluate the characteristics of war.</li> <li>• Understand the implications of war.</li> <li>• Evaluate information from primary and secondary sources.</li> <li>• Extrapolate material from readings in <i>Hollywood's America</i>.</li> <li>• Compare and critique cinematic depictions of the Vietnam War.</li> <li>• Analyze the relationship between art and history.</li> <li>• Interpret historical fiction.</li> <li>• Understand myths.</li> <li>• Evaluate notions of heroism.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Discussions</li> <li>• Written analysis of the Vietnam combat film: <i>Platoon</i></li> <li>• Understanding mythic traditions: Written analysis of <i>The Green Berets</i></li> <li>• Understanding historical drama: Written analysis of <i>The Killing Fields</i></li> <li>• Comparing literature and film: Written analysis of the book and film versions of <i>Born on the Fourth of July</i></li> <li>• 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></li> </ul>	History 1,2,3,5 Geography 8,9,10 Civics & Government 16,18

		<p>Country, Vietnamization.</p> <ul style="list-style-type: none"> <li>the significance of the Tet Offensive.</li> <li>The war during the Nixon years</li> <li>The outcome of the war</li> </ul>		<ul style="list-style-type: none"> <li>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></li> </ul>	
The Times They Are A Changin'	10 days	<ul style="list-style-type: none"> <li>the social and cultural changes that took place in America during the 1960s</li> <li>the political protest that took place during the 1960s including the Free Speech Movement, Draft resistance, SDS, and Kent State</li> <li>the major events of 1968</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Examine political characteristics of the 1960s.</li> <li>Describe the impact of demographic change.</li> <li>Understand the roots of generational differences.</li> <li>Describe and evaluate the seeds of cultural change.</li> <li>Understand the role of citizen protest in the American political system.</li> <li>Investigate material in secondary and primary sources.</li> <li>Observe and analyze material from the films <i>Berkeley in the Sixties</i> and <i>1968</i>.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> <li>Critique various cinematic representations of the late 1960s.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Group oral presentation</li> <li>Written analysis of <i>The Graduate</i></li> <li>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></li> </ul>	History 1,2,3,4,5 Civics & Government 16,18,19
Watergate and Beyond	7 days	<ul style="list-style-type: none"> <li>The Watergate Scandals</li> <li>The Impeachment Crisis</li> <li>The Secret Government: Abuses of the FBI and CIA</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe responsible and irresponsible exercise of authority and power.</li> <li>Explain the place of institutions of government in checking the abuses of power.</li> <li>Evaluate the impact of the abuse of power on American citizens.</li> <li>Investigate material in secondary and primary sources.</li> <li>Observe and analyze material from the films <i>Watergate</i> and <i>The Secret Government</i>.</li> <li>Collaborate with others to research, prepare, and report on selected film.</li> <li>Analyze the relationship between art and history.</li> <li>Critique various cinematic representations of the early 1970s.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Discussions</li> <li>Group oral presentation</li> <li>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></li> </ul>	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"> <li>Film-making concepts and techniques</li> <li>Film appreciation and criticism</li> <li>Film history</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify characteristics of film.</li> <li>Compare and contrast art forms.</li> <li>Describe types of themes prevalent in films.</li> <li>Explain methods of characterization.</li> <li>Describe types of characters.</li> <li>Explain the goals of cinematic composition.</li> <li>Identify and describe film concepts.</li> <li>Analyze and evaluate film elements used in <i>Occurrence at Owl Creek Bridge</i>.</li> <li>Summarize and evaluate key themes in film history.</li> <li>Observe and interpret material from the film <i>American Cinema</i>.</li> <li>Observe and interpret material from the film <i>How Movies Work</i>.</li> <li>Investigate film techniques using computer technology.</li> <li>Work in cooperative learning groups.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Film clip analysis and evaluation</li> <li>Film analysis through CD-ROM</li> </ul>	History 2,6 Economics 14
Alienation & Rebellion	15 days	<ul style="list-style-type: none"> <li>Civil Rights Movement</li> <li>The Counterculture</li> <li>The Vietnam War</li> <li>Protests and Rebellion</li> <li>The conservative reaction</li> <li>Cinematic reflections of the rebellious movement in American society as well as a cinematic backlash that defended middle American values.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe the characteristics of the civil rights movement.</li> <li>Evaluate the impact of individuals who challenged racial intolerance.</li> <li>Analyze the role of government in promoting racial equality.</li> <li>Evaluate the role of technology in promoting social change.</li> <li>Investigate the Civil Rights Movement using computer technology.</li> <li>Work in cooperative learning groups.</li> <li>Evaluate information from primary and secondary sources.</li> <li>Describe and analyze the causes of war.</li> <li>Identify and evaluate the characteristics of war.</li> <li>Understand the implications of war.</li> </ul>	<ul style="list-style-type: none"> <li>Test</li> <li>Discussions</li> <li>Investigative analysis through CD-ROM</li> <li>Alienation &amp; 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></li> <li>Conservative reactions: comparative written analysis of vigilante &amp; 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></li> </ul>	History 1,2,3,4,5 Economics 13 Civics & Government 16,17,18,19

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

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