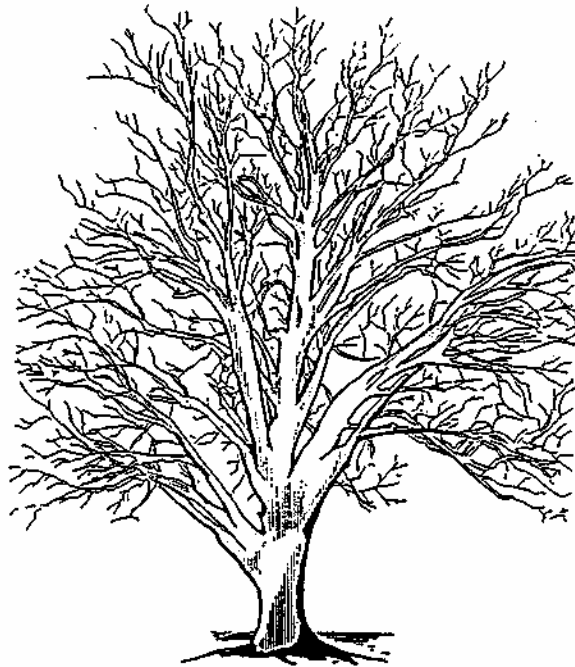


Monroe Township Schools



Curriculum Management System

American Image on Film

11-12

July 2001

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Monroe Township Schools

Mission and Goals

Mission

The mission of the Monroe Township Schools is to provide quality education resulting in life-long learners who can succeed in a global society.

Goals

To create a learning environment built upon international, national, state and local educational standards.

To provide learners with an educational setting that promotes intellectual curiosity and a positive attitude toward life-long learning.

To develop learners who appreciate and respect the interdependency of people around the globe.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

With the popularity of film as a medium that involves the audience more directly than any traditional art form, this course will focus on how the motion picture industry has conveyed the American image over time. Using films that reflect the issues of the day, students will see how film mirrors issues such as social justice, traditional American values, and the complex and often contradictory social, political, scientific, and economic developments in American society. To interpret a film historically is to use evidence from the past in order to piece together an understanding of what brought that film into existence, what it meant in its time, and what it might say to us today. This course will provide students with a diverse range of movies, which will enable them to become more analytical and precise when speaking and writing about film.

Educational Goals

- 1) To understand the different ways films are marketed to the public.
- 2) To define social justice and analyze how society transmits concepts of social justice through film.
- 3) To explain how serious topics are dealt with through the use of parody and satire.
- 4) To analyze how different genres in film portray social justice issues.
- 5) To examine film as a form of cultural story telling which provides the student with the opportunity to view society's impulse of myth making.

New Jersey Core Curriculum Content Standards

New Jersey Department of Education New Jersey Core Curriculum Content Standards Social Studies Standards and Progress Indicators

Standard 6.1:

All Students Will Learn Democratic Citizenship and How to Participate In the Constitutional System of Government of the United States

Descriptive Statement: Social studies must promote civic and democratic principles so that students become informed and active citizens. Before students can make informed decisions, they must have knowledge of the United States Constitution and the constitutional system of the United States Government. Students should participate actively in constructive public action, including registering to vote, and should seek ways to contribute based on the rights and privileges afforded all citizens.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Identify key principles embodied in the United States Constitution, and discuss their application in specific situations.
2. Identify examples of the rights and responsibilities of citizens.
3. Assess information about a public issue.
4. Give examples of the impact of government policy on their lives.
5. Identify key documents, which represent democratic principles and beliefs, such as the Declaration of Independence, the United States Constitution, the Bill of Rights, the New Jersey Constitution, and the Pledge of Allegiance.
6. Identify symbols of American principles and beliefs, such as the flag and the blindfolded Statue of Justice.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

7. Examine the origins and continuing application of key principles embodied in the United States Constitution.
8. Identify and interpret the balance between the rights and the responsibilities of citizens.
9. Locate, access, analyze, organize, and apply information about public issues, recognizing and explaining multiple points of view.
10. Analyze the functions of the executive, judicial, and legislative branches of government.
11. Apply knowledge of governmental structure and process to school, town, and community life.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

12. Explain the origins and interpret the continuing influence of key principles embodied in the United States Constitution.
13. Analyze the balance between the rights and responsibilities of citizens, and apply the analysis to understanding issues facing society in New Jersey and the United States.
14. Locate, access, analyze, organize, and apply information about public issues in order to evaluate the validity of different points of view.
15. Analyze the roles of the individual and the government in promoting the general welfare of the community under our Constitution.
16. Analyze the functioning of government processes, such as elections, in school, town, or community projects.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.2:

All Students Will Learn Democratic Citizenship Through The Humanities, By Studying Literature, Art, History And Philosophy, And Related Fields

Descriptive Statement: The humanities, history, literature, the arts, philosophy, law and related fields of study, enrich students' understanding of the human experience. They form a body of knowledge about human experience that is indispensable to informed civic participation in our democratic society. They enable students to recognize the moral and ethical dilemmas which have brought us to the present, and to project where our choices may lead in the future. Through reading, writing, viewing and discussing humanities materials, students develop a knowledge base for understanding the complexities of American and world cultures. The humanities also equip students with a set of conceptual tools needed to engage in informed civic discourse about how to resolve conflicts between diverse cultures within our democratic society.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Recognize human experiences through time, as depicted in works of history, and literature and in the fine arts.
2. Identify social history represented in works of literature and the fine arts.
3. Understand how works of aesthetic expression serve as cultural representations.
4. Evaluate works, such as personal creations, which communicate a human condition or question.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

5. Compare and contrast examples of artistic and literary expression from different historical and social settings.
6. Analyze examples of art, literature, philosophy, and architecture that have influenced, and been influenced by, their societies and cultures.
7. Analyze and explain different artistic, literary and historical depictions of the same subject.
8. Identify the mutual impact of technology and aesthetic expression.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

9. Give examples of historical, literary, and artistic works which have influenced society in the past and present, and identify their effect on our understanding of basic human rights.
10. Examine the relationship between the beliefs and life circumstances of a writer, artist, and philosopher, and that person's creative work.
11. Compare artistic and literary interpretations of historical events with accounts of the same events that aim at objectivity.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.3:

All Students Will Acquire Historical Understanding Of Political And Diplomatic Ideas, Forces, And Institutions Throughout The History Of New Jersey, The United States, And The World

Descriptive Statement: History is the study of the human past: society's memory of where it has been, what it values, and how decisions of the past have contributed to present conditions. History deals with chronological sequences, continuity and change, the multiple causes and effects of historical phenomena, and changing interpretations of the past. Historical inquiry enables students to evaluate evidence and analyze events, fostering informed decision-making and thoughtful reflection. In order to ensure that students share a common core of knowledge, by the end of their school experience students of United States history should have studied all five of the following major periods in history:

- * The Colonial Period (to 1763)
- * The Revolution and Early National Period (to 1820)
- * The Age of Civil War and Reconstruction (to 1870)
- * Industrial America and the Era of World Wars (to 1945)
- * The Modern Age

In addition, students of World History should have studied all seven of the following World History Periods:

- * Prehistory (to 2000 BC)
- * The Ancient World (to 500 BC)
- * The World of Hemispheric Interactions and the "Middle Ages" (to 1400)
- * The Age of Global Encounters (to 1700)
- * The Age of Revolutions (to 1850)
- * The Age of Imperialism and World War (to 1950)
- * The Modern World

School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures materials in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Apply the concepts of cause, effect, and consequences to historical events.
2. Analyze varying viewpoints of individuals and groups at turning points throughout history.
3. Identify and explain how events and changes occurred in significant historical periods.
4. Explain issues, standards, and conflicts related to universal human rights

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

5. Explain relationships between cause, effect, and consequences, in order to understand significant historical events.
6. Assess positions of proponents and opponents at turning points throughout history.
7. Analyze how events and changes occurred in significant historical periods.
8. Understand issues, standards, and conflicts related to universal human rights.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

9. Understand the complexity of historical causation.
10. Analyze how and why different historians may weigh causal factors differently, and why historical interpretations change over time.
11. Compare and contrast divergent interpretations of historical turning points, using available evidence.
12. Understand the views of people of other times and places regarding the issues they have faced.
13. Synthesize historical facts and interpretations to reach personal conclusions about significant historical events.
14. Analyze and formulate policy statements demonstrating an understanding of issues, standards, and conflicts related to universal human rights.

Themes

By the end of their school years, students should have studied, within the periods outlined above, a designated number of the following specific themes:

The history of different political systems, with special attention to democracy; the history of relations among different political groups and entities; the history of warfare; the history of political leadership.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.4:

All Students Will Acquire Historical Understanding Of Societal Ideas And Forces Throughout The History Of New Jersey, The United States, And The World

Descriptive Statement: The present can only be understood in the context of understanding how and why people acted in the past. History studies human behavior and motivation, since people have created governments and institutions based on their needs. Students should have opportunities to study the impact of various societal forces on the history of New Jersey, the United States, and the world. In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five of the major periods in United States history cited in Social Studies Standard 6.3. In addition, students should have studied all seven of the World History periods cited in Social Studies Standard 6.3. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Compare and contrast similarities and differences in daily life over time.
2. Identify social institutions, such as family, religion, and government, that function to meet individual and group needs.
3. Identify instances when the needs of an individual or group are not met by their social institutions.
4. Identify events when people have engaged in cruel and inhumane behavior.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

5. Compare and contrast developments in societies separated by time and/or distance.
6. Compare and contrast fixed customs of societies in the past and the present, and explain how these customs represent the society's beliefs.
7. Understand how family, community, and social institutions function to meet individual and group needs.
8. Understand how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

9. Evaluate the views, beliefs, and impact of different social groups on a given historical event or issue.
10. Evaluate how individuals, groups, and institutions influence solutions to society's problems.

11. Analyze historical and contemporary circumstances in which institutions function either to maintain continuity or to promote change.
12. Argue an ethical position regarding a dilemma from the study of key turning points in history.
13. Evaluate actions an individual, group, or institution might take to counteract incidents of prejudice, discrimination, expulsion, genocide, slavery, and the Holocaust.

Themes

By the end of their school years, students should have studied, within the periods outlined above, a designated number of the following specific themes:

The history of social classes and relations; the history of gender differentiation; the history of slavery; the history of agriculture; the history of population movements; the history of cities and city life.

New Jersey Department of Education New Jersey Core Curriculum Content Standards Social Studies Standards And Progress Indicators

Standard 6.5:

All Students Will Acquire Historical Understanding Of Varying Cultures Throughout The History Of New Jersey, The United States, And The World

Descriptive Statement: Because we live in an interdependent world, students should be aware of the variety of approaches used by different cultures to define and meet their basic needs. Students should understand the impact of different cultures and civilizations at specific times and over time, and be aware of cultural similarities as well as differences. As students become more aware of varying cultures, they are more likely to understand themselves, the diversity and cultural values of others, and people in their own communities and in other parts of the world. In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five of the major periods in United States history cited in Social Studies Standard 6.3. In addition, students should have studied all seven of the World History periods cited in Social Studies Standard 6.3. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Identify common elements found in different cultures.
2. Describe ways that family members, teachers, and community groups influence students' daily lives.
3. Describe the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.
4. Describe the influence of technology in daily life.
5. Understand material artifacts of a culture.
6. Examine particular events, and identify reasons why individuals from different cultures might respond to them in different ways.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

7. Analyze differences and similarities among cultures.
8. Analyze the influence of various cultural institutions, such as family, religion, education, economic and political systems, on individual decision-making.
9. Understand the customs of people from different geographic, cultural, racial, religious, and ethnic backgrounds.
10. Analyze the political, social, economic, and technological factors which cause cultural change.
11. Analyze how different cultures deal with conflict.
12. Analyze how customs are transmitted in cultures.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

13. Analyze the mutual influences among different cultures throughout time.
14. Understand views held by people in other times and places regarding issues they have faced.
15. Interpret how various cultures have adapted to their environments.
16. Analyze how beliefs and principles are transmitted in a culture.
17. Understand the multiple influences of gender, family background, religion, ethnicity, socioeconomic position, and nationality as the bases for analysis of individual identity.
18. Evaluate the mutual influence of technology and culture.

Themes

By the end of their school years, students should have studied, within the periods outlined above, a designated number of the following specific themes:

The history of religion; the history of literature; the history of the arts; the history of education; the history of law; the history of popular culture; the history of philosophy and political and social thought.

New Jersey Department of Education New Jersey Core Curriculum Content Standards Social Studies Standards And Progress Indicators

Standard 6.6:

All Students Will Acquire Historical Understanding Of Economic Forces, Ideas, And Institutions Throughout The History Of New Jersey, The United States, And The World

Descriptive Statement: Economic systems develop as individuals and societies employ resources to produce and distribute goods and services, while government policies develop to aid, control, and improve these activities. Whether economic decisions and policies are personal, institutional, or governmental, they are made in an interconnected context. Students should have the knowledge and skills to understand the economic forces which influence their lives, and to make decisions which maximize their own economic well-being and that of the larger society. In order to ensure that students share a common core of knowledge, by the end of their school experience students should have studied all five of the major periods in United States history cited in Social Studies Standard 6.3. In addition, students should have studied all seven of the World History periods cited in Social Studies Standard 6.3. School districts are encouraged to define the balance among materials from Western, Asian, African, and other world cultures in each of these periods. Furthermore, several suggested themes are included among the history standards to enhance and enrich the study of history.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Explain and demonstrate the role of money in everyday life.
2. Describe the relationship of price to supply and demand.
3. Describe work that people perform in our economic system.
4. Distinguish between wants and needs.
5. Illustrate the balance between economic growth and environmental preservation.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

6. Identify and differentiate among various forms of exchange.
7. Explain the roles of markets and government policy in meeting the needs and wants of individuals and society.
8. Describe the interaction of various institutions that comprise economic systems, such as households, businesses, banks, government agencies, labor unions, and corporations.
9. Explain and illustrate how attitudes and beliefs influence economic decisions.
10. Evaluate a decision about the balance between economic growth and environmental preservation.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

11. Apply economic concepts and reasoning when evaluating historical and contemporary developments and issues.
12. Evaluate principles and policies associated with international trade.
13. Evaluate how the economic system meets wants and needs.
14. Analyze the successes and failures of various economic systems in meeting the needs and wants of their people.
15. Evaluate an economic decision.
16. Analyze and evaluate economic growth in the context of environmental conditions and sustainable development.

Themes

By the end of their school years, students should have studied, within the periods outlined above, a designated number of the following specific themes:

Early agriculture; the history of travel and communications; the role of cities; the history of economic regulation; industrial revolutions; the history of banking and international finance; the history of the corporation.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.7:

All Students Will Acquire Geographical Understanding By Studying The World In Spatial Terms

Descriptive Statement: Thinking in spatial terms is essential to knowing and applying geography. It enables students to take an active, questioning approach to the world around them and to ask what, where, when, and why questions about people, places and environments and to formulate answers to critical questions about past, present, and future patterns of spatial organization, and to anticipate the results of events in different locations. Thinking spatially, students learn to devise their own mental maps, which relationships and students' perceptions and attitudes about the area. Thinking spatially enables students to predict what might happen given specific conditions. Spatial concepts and generalizations are powerful tools for explaining the world at all levels, from local to global. They are the foundation for geographical understanding.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Use maps, globes, graphs, diagrams, and computer-based references and information systems to generate and interpret information.
2. Use mental maps to identify the locations of places within the local community and in nearby communities.
3. Use mental maps to identify the locations of the earth's continents and oceans in relation to each other and in relation to principal parallels and meridians.
4. Use mental maps to identify the locations of major physical and human characteristics in the United States and on earth.
5. Demonstrate understanding of the spatial concepts of location, distance, direction, scale, region, and movement.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

6. Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and evaluate the utility of each in solving geographical problems.
7. Translate maps into appropriate graphics to display geographical information.
8. Answer geographical questions regarding major physical and human characteristics.
9. Solve location problems using information from multiple sources.
10. Compare information presented at different scales.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

11. Use and interpret maps and other graphical representations to analyze, explain, and solve geographical problems.
12. Use maps of physical and human characteristics of the world to answer complex geographical questions.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.8:

All Students Will Acquire Geographical Understanding By Studying Human Systems In Geography

Descriptive Statement: Students need to understand the interaction of human and environmental factors. The study of human systems includes the characteristics, distribution, and migration of human populations on the earth's surface; the characteristics, distribution and complexity of the earth's cultures; patterns and networks of economic interdependence; processes, patterns, and functions of human settlement; and how cooperation and conflict influence the division and control of the earth's surface.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Identify the distribution and characteristics of populations at different scales, and understand the causes and effects of human migration.
2. Discuss the similarities, differences, and interdependencies among rural, suburban, and urban communities.
3. Compare the effects of geography on economic activities locally and in New Jersey, the United States, and different parts of the world.
4. Explain how improvements in transportation and communication have resulted in global interdependence.
5. Compare the physical characteristics of places and regions.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

6. Compare and analyze demographic characteristics of populations, and determine the reasons for variations.
7. Identify the spatial patterns of settlement in different regions of the world.
8. Explain the causes and effects of urbanization.
9. Give reasons for the changes in spatial patterns of human activities.
10. Describe how changes in technology affect the location of human activities.
11. Give reasons for global interdependence.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

12. Predict trends in world population numbers and patterns.
13. Analyze the impact of human migration on physical and human systems.
14. Analyze and compare the functions and spatial arrangement of cities locally and globally.
15. Analyze the processes that change urban structure, and the impact of changes in urban areas.
16. Explain the historical movement pattern of people and goods, and analyze the bases for increasing global interdependence.
17. Explain how physical, social, cultural, and economic processes shape the features of places and regions.

**New Jersey Department of Education New Jersey Core Curriculum Content Standards
Social Studies Standards And Progress Indicators**

Standard 6.9:

All Students Will Acquire Geographical Understanding By Studying The Environment And Society

Descriptive Statement: Students should learn how people are able to live in various kinds of physical environments by developing patterns of spatial organization that take advantage of opportunities and avoid or minimize limitations.

Cumulative Progress Indicators

By the end of **Grade 4**, students:

1. Explain the characteristics of renewable and nonrenewable resources and their distribution, and the role of resources in daily life.
2. Explain how people depend on the physical environment and how they modify the environment.
3. Identify the consequences of natural environmental changes and crises and human modifications of the environment, and explain how an event in one location can have an impact upon another location.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students:

4. Describe world patterns of resource distribution and utilization, and discuss the management and use of renewable and nonrenewable resources.
5. Explain and predict how the physical environment can accommodate, and be affected by human activity.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 12**, students:

6. Evaluate policies and programs related to the use of resources locally and globally.
7. Draw conclusions regarding the global impact of human modification of the environment.
8. Evaluate the environmental consequences of technological change in human history.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System Grade Level/Subject: Grade 11/12 American Image on Film	Goal 1: The students will be introduced to the complexity of film and will understand/appreciate that movies affect each one of us powerfully and differently.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
2 1 1					<p>1.1 analyze film making as a commercial art form that relies on a proven formula (X.3.2, X.3.12, X.3.14, 6.2.9, 6.2.11)</p> <p>1.2 establish the method by which movies as art are evaluated (6.2.3, X.3.1, X.3.8, X.3.10, X.3.12)</p> <p>1.3 define the different genre forms found in film and give examples of each (6.2.3, X.3.8)</p> <p>1.4 identify how film today is now part of the multimedia complex (6.6.8)</p>	<p>Give students the American Film Institute's list of the 100 Greatest Movies</p> <p>100 Greatest Movies list, Lecture on the different genres Film genre ditto</p> <p>Show "Wallace and Gromit"</p>	<p>Students will get into groups of five to formulate a list of the top ten movies of all time. Each group must present their list to the class and defend it. Each student will be given time to express his/her feeling toward the list.</p> <p>Students will become familiarized with different genres of films by aligning/matching them with those of the past 10 years.</p> <p>After viewing this academy award-winning short movie, analyze the multimedia exposure and profit made through t-shirts, books, towels, toys, costumes, etc.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 11/12/American Image on Film	Goal 3: The students will be able to explain how the motion picture industry uses genre to make social statements, which relate to topical issues of the period.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
1					3.1 analyze the public attitude toward the power of film on society (6.1.8, 6.2.3, 6.4.5))	Offer brief lecture on public concerning the impact filmmaking has on society. Give students background information on the gangster genre, which emerged in the late twenties and thirties and the public backlash to this genre. Provide information on the censorship, which was used during this period to control how the motion picture industry portrayed this genre.	Students will discuss the impact of film on society. Theme of discussion will be "Does film influence society or reflect what is currently going on?"
4					3.2 explain how the motion picture industry made attempts to appease the public concern toward the gangster genre in the 1930's (6.2.3, 6.2.5, 6.2.7)	Show film "Angels With Dirty Faces"	Have students write an essay on the way Rocky Sullivan is portrayed. Analyze the sincerity in his transformation from cold-hearted killer to concerned citizen before his execution.
4					3.3 evaluate how genre types evolve over time to create a new message (6.2.7, 6.2.11, 6.4.1)		Students are to research the real lives of Bonnie Parker and Clyde Barrow. Write a comparative essay on the myth presented by the film and the reality of the history.
4					3.4 define the emergence of the anti-hero (6.2.3)	Show film "Cool Hand Luke"	Class discussion of the violence portrayed in the film. Class discussion on the use of the Anti-Hero and why this figure is so popular in modern film.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 11/12/American Image on Film	Goal 4: The student will be able to evaluate the changing role of women in society as a result of World War II and the post-war period.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
4					<p>4.1 recognize that the role of women changed as a result of economic conditions, which switched from a war-time to a peace-time economy. (6.5.17, 6.2.9)</p>	<p>Discuss and lecture on the lack of leadership roles in film for women. Give examples of films that include strong women and show how they are outweighed by dominant male movies</p> <p>Show film "Mildred Pierce"</p>	<p>Using quotes from the film, write an essay evaluating whether this film is pro or anti-feminist.</p>

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 11/12/American Image on Film	Goal 5: The students will evaluate the motion picture industry as modern muckrakers in the manner that they handle realism through social concerns.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
4					5.1 evaluate Anti-Semitism in post-war America (6.4.9, 6.4.12, 6.4.13)	Show film "Gentlemen's Agreement"	In an essay describe the forms of racism faced by Jews in America following World War II. Does the film offer methods for handling the frustration that the discrimination engenders in its victims? Discuss whether or not each movie presents viable solutions to this problem.
10					5.2 understand the impact of World War II on the teenage generation and the emergence of the teen genre of film to relate to this crisis (6.4.10, 6.5.17)	Discuss the problem of juvenile delinquency following World War II. Introduce the films of this genre: "The Wild One", "Blackboard Jungle", and "Rebel Without a Cause" Show films "Blackboard Jungle" and "Rebel Without a Cause"	Analyze the two films for theme and issues. Discuss the following issues: (integration in school, gender roles, violence, alienation, rebellion, and the dysfunctional family). Write an essay explaining how these movies deal with these problems.
15					5.3 Identify the war genre film as social commentary (6.4.10, 6.4.12, 6.2.9, 6.2.11)	Show four war films all containing different themes and made at different times: "The Best Years of Our Lives", "Stalag 17", "The Caine Mutiny", and "Paths to Glory"	Students will identify the theme of each movie and show how the film deals with the issues of war. Topics are the following: adjustment to civilian life, politics of war, life as a prisoner of war, and disobeying a commanding officer.
10					5.4 Use union corruption of the 1950's and union organization of southern textile workers in the 1960's to evaluate the theme of social justice in film (X.3.1, X.3.5, X.3.11, X.3.12, X.3.13)	Show films "On the Waterfront" and "Norma Rae"	Students will evaluate the effects of a corrupt union on the workers and determine whether "On the Waterfront" is pro or anti-union.

Suggested days of Instruction	Mandated Assessment				Curriculum Management System <u>Grade Level/Subject:</u> Grade 11/12/American Image on Film	Goal 5: The students will evaluate the motion picture industry as modern muckrakers in the manner that they handle realism through social concerns.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
5					5.5 Evaluate how the motion picture industry dealt with the issue of segregation in the South and exposed the complications involving racism and sectional bigotry in the 1960's (6.4.11, 6.4.13, 6.2.10)	Lecture on films of the 1960's that deal with race issues. Focus on segregation interracial relationships and the division that still existed between the North and South politically, socially, and economically. Show film "In the Heat of the Night"	Students will research what laws exist to protect workers who form unions, how these laws are enforced, and compare the law to what happened in "Norma Rae."
10					5.6 Identify the rights of the disabled and demonstrate an understanding of why laws are necessary to protect their rights against infringement in the private or the public sector of the community. (6.2.9, 6.4.11, 6.4.13)	Lecture students on the rights of the disabled and define and classify disability. Show two films: "Regarding Henry" and "Philadelphia"	Using the conflict between Sheriff Gillespie and detective of homicide, Virgil Tibbs, students will write an essay detailing the changing relationship between the two men and the slow breakdown of their racial and sectional prejudices for one another. Students will determine whether their ability to work out a problem together is an accurate portrayal of how America dealt with these issues. Students will research all laws, which have been passed to protect the disabled including mandated laws required by the federal government and anti-discriminatory laws. Students will

Suggested days of Instruction	Mandated Assessment				Curriculum Management System Grade Level/Subject: Grade 11/12/American Image on Film	Goal 5: The students will evaluate the motion picture industry as modern muckrakers in the manner that they handle realism through social concerns.	
	ESPA	GEPA	HSPA	TERRA NOVA	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Instructional Tools / Materials / Technology / Resources	Learning Activities / Interdisciplinary Activities / Assessment Model
							write an essay comparing the problems involved by disabled characters in these films. Students will also include a paragraph on the misinformation dealing with AIDS that was prevalent at the time "Philadelphia" was made. In conclusion students will evaluate the motion picture industry's role as crusader against injustice versus pure entertainment

COURSE BENCHMARKS

1. The students will be introduced to the complexity involved of film and will understand/appreciate that movies affect each one of us powerfully and differently.
2. The students will be able to historically examine issues concerning social justice in American society using parody and satire.
3. The students will be able to explain how the motion picture industry uses genre to make social statements, which relate to topical issues of the period.
4. The students will be able to evaluate the changing role of women in society as a result of World War II and the post-war period.
5. The students will evaluate the motion picture industry as modern muckrakers in the manner that they handle realism through social concerns.