Course Title: Fiction, Film, and History	**Length of Course:** 15 cycles
Grade Level(s): 11-12	**Periods Per Cycle:** 6
Units of Credit: .5	**Length of Period:** 43 minutes
Classification: Elective	**Total Instructional Time:** 64.5 hours

Course Description

This course examines the themes of history by analyzing and interpreting historical fiction, primary sources, documentaries, American, and foreign films. Students will also gain an appreciation of film and its various elements from editing and cinematography to acting and mise-en-scene. Through the analysis, conviction, and interpretation of film, students will develop critical thinking and writing skills valued in post-secondary pursuits.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers	Primary Source Analysis	Constructed Responses/Journaling
Teacher Demonstrations	Independent Readings	Micro Essays
Guided Individual Practice	Google Classroom	Full Length Movies/Films
Homework	Hybrid Learning Strategies	Learning Objectives
Small Group Lecture	Distant Learning Opportunities	Student Films

Assessments

Student Films	Independent and Group Projects	Film Critiques
Tests/Quizzes/Homework	Movie Trailers	Google Classroom
Micro Essays	Constructed Responses	Online Formal and Summative Assessments

Materials/Resources

Textbook: Looking at Movies, 5th Edition	Various Film Segments and Films	Teacher-created Simulations/Tutorials
Google Classroom	Individual Journals	Novels
iPads (with keyboards)	Microsoft Office Suite	Internet Movie Database and Rottentomatoes.com
Printed News Media	YouTube Videos	Editing Software

Adopted: 8/18/08
Revised: 5/15/2017

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Seven Elements of Film: • What is a Movie? • Form and Narrative • Cinematography • Sound • Editing • Acting • Mise-en-scène and Design Film Genres • Musical (singing and dancing) • Comedy (physical or verbal humor) • Romance (boy meets girl or other) • Biography (life stories) • Western (rural settings, cowboys, gunfights) • Action or Adventure (violence, fast paced) • Mystery/Thriller (highly suspenseful situations) • Horror (monsters, shock effects) • Melodrama (story incorporating real-life events) • Fantasy (science related, future settings, special effects) • Science Fiction (science in highly imaginative stories of exploration, discovery, experimentation and ET invasion) • Film Noir "Black Film" • Gangster (capers, cops, and robbers) • War (anti, narrative, or setting) iPad	The student will apply the seven elements of film to contemporary and classic cinema. The student will distinguish among the types of film genres. The student will use multimedia sources to evaluate historical content or contemporary films. The student will differentiate between historical fiction and historical fact. The student will use primary source documents to evaluate historical content. The student will use primary and multimedia sources to critique and evaluate film. Historical Analysis, Skills Development, Critical Writing, and Interpretation of Text/Art **1.11.1.D** Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. **1.2.11.A** Read and understand essential content of informational texts and documents in all academic areas. **1.9.C.A** Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. **1.9.C.B** Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context. **3.7.12.A.3** Evaluate and use technological resources to solve complex multi-step problems. **8.1.12.A** Evaluate patterns of continuity and rates of change over time, applying context of events. **8.1.12.B** Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS

Google Classroom
 	
Historical Fiction
 	
Primary Source Documents
 	
Multimedia Sources
    IMDB
    Rottentomatoes
    Fandango
    Flixster
    Netflix
    YouTube
    Film Trailers
    The Economist
    The New Yorker
    Film Critiques
    Podcasts
 	
Writing about Movies
    • Film Ideologies
    • Film as a Social Commentary
 	
Looking at Movies, 5th Edition
	8.1.12.C Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
	
	8.1.12.D Synthesize historical research.
	
	8.2.U.A Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the United States.
	
	8.2.U.B Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to United States.
	
	8.2.U.C Evaluate continuity and change in Pennsylvania are interrelated to the United States.
	    • Belief systems and religions
	    • Commerce and industry
	    • Technology
	    • Politics and government
	    • Physical and human geography
	    • Social organizations
	
	8.2.U.D Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the United States.
	    • Ethnicity and race
	    • Working conditions
	    • Immigration
	    • Military conflict
	    • Economic stability
	
	8.3.12.A Evaluate the role groups and individuals from the United States played in the social, political, cultural, and economic development of the world.
	
	8.3.12.B Evaluate the impact of historical documents, artifacts, and places in United States history which are critical to world history.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Google Classroom Historical Fiction Primary Source Documents Multimedia Sources 　IMDB 　Rottentomatoes 　Fandango 　Flixster 　Netflix 　YouTube 　Film Trailers 　*The Economist* 　*The New Yorker* 　Film Critiques 　Podcasts Writing about Movies 　• Film Ideologies 　• Film as a Social Commentary *Looking at Movies,* 5th Edition (continued)	**8.3.12.C** Evaluate how continuity and change in United States history are interrelated with the world. **8.3.12.D** Evaluate how conflict and cooperation among groups and organizations in the United States have influenced the growth and development of the world. **8.3.U.A** Compare the role groups and individuals played in the social, political, cultural, and economic development of the United States. **8.3.U.B** Compare the impact of historical documents, artifacts, and places which are critical to the United States. **8.3.U.C** Evaluate how continuity and change have impacted the United States. 　• Belief systems and religions 　• Commerce and industry 　• Technology 　• Politics and government 　• Physical and human geography 　• Social organizations **8.3.U.D** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the United States. 　• Ethnicity and race 　• Working conditions 　• Immigration 　• Military conflict 　• Economic stability **8.4.12.A** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. **8.4.12.B** Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. **8.4.12.C** Evaluate how continuity and change have impacted the world today.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS

Google Classroom
 	
Historical Fiction
 	
Primary Source Documents
 	
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   Rottentomatoes
   Fandango
   Flixster
   Netflix
   YouTube
   Film Trailers
   The Economist
   The New Yorker
   Film Critiques
   Podcasts
 	
Writing about Movies
   • Film Ideologies
   • Film as a Social Commentary
 	
Looking at Movies, 5th Edition
(continued)
	8.4.12.D Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
	
	9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
	
	9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
	
	9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.
	
	9.4.12.C Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
	
	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.
	
	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.
	
	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.
	
	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
	
	C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.
	
	C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.
	
	CC.1.2.11-12 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas, and between texts with focus on textual evidence.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS

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Writing about Movies
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Looking at Movies, 5th Edition
(continued)
	CC.1.2.11-12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
	
	CC.1.2.11-12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
	
	CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
	
	CC.1.2.11-12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.
	
	CC.1.2.11-12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
	
	CC.1.2.11-12.I Analyze foundational United States and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
	
	CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Events Leading to the American Revolution Stamp, Townshend, and Intolerable Acts Boston Tea Party *Declaration of Independence* American and British Advantages and Disadvantages *My Brother Sam is Dead* Contemporary Films Using Multi-media Resources to Disseminate Historical Content	The student will list the major causes of the American Revolution. The student will interpret the importance of the Declaration of Independence. The student will use *My Brother Sam is Dead* as a benchmark for their interpretation of the American Revolution. The student will utilize multi-media resources to interpret the importance/role of Loyalists and Patriots. The student will utilize contemporary films to compare the strengths and weaknesses of the Colonists and the British.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Events Impacting America's Role in a Global Society and America's Role as a Global Leader	The student will determine the success and the failure of America as the global leader.
Foreign Films	The student will determine America's role in a global society.
Using Multi-media Resources to Disseminate Historical Content	The student will use multi-media resources to evaluate historical content.
Using Multi-media and Film as a Social Commentary	The student will examine the role of the United States and other Western powers in Operation Desert Storm and the modern war on Terrorism.
Documentaries	The student will determine how Middle Eastern/Western relations have developed since 9-11-2001.
Events Leading to Operation Desert Storm	The student will explain the paradigm shift in films made following 9-11-2001.
Role of Western, Middle Eastern, and Asian Nations	The student will use multi-media resources to evaluate historical content and develop their own conclusions about history following 9-11-2001.
Results of the Conflict Arab and Western Relations	
Global War on Terrorism	
Post 9-11-2001 Films	
Conclusions	

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Camera, the Lens, and Lighting	History of the Camera
	History of Cinematography
	Understanding Color, Black and White, and Tonal Range in Film
	Single Camera and Multiple Camera Shooting
	Lighting Styles
	Storyboarding
	Influencing the Audience's Perceptions
	Tripods and Steady Cam Shooting
	Rule of Thirds
	Being in front and behind the camera
	How to operate and manipulate the camera and lens.
	Camera Angles
	How to service and clean a camera.
	How to implement the three point lighting system.
	How take video files off of a camera and save to a computer.
	Film Segments and Full Length Films

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Camera, the Lens, and Lighting (continued)	**1.11.1.D** Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
	1.2.11.A Read and understand essential content of informational texts and documents in all academic areas.
	1.9.C.A Use media and technology resources for research, information analysis, problem solving, and decision making in content learning.
	1.9.C.B Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context.
	9.1.12.B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.
	9.1.12.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
	9.1.12.J Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others.
	9.4.12.C Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
	3.4.12.E.4 Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age.
	3.7.12.A.3 Evaluate and use technological resources to solve complex multi-step problems.
	C.IE.1.1 Write informative and explanatory pieces that describe, explain, or summarize information or ideas.
	C.IE.1.1.1 Write with a sharp controlling point and an awareness of the audience and task.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Camera, the Lens, and Lighting (continued)	**C.A.1.1** Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. **C.A.1.1.1** Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. **C.A.1.1.2** Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. **C.A.1.1.3** Organize the argument using effective strategies to develop a strong, well-supported position.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Documentary Film Making: Fact, Fiction, or Propaganda? World War II Documentary Film Making Vietnam War Documentary Film Making Post September 11, 2001 Documentary Film Making Disseminating the Internet, "art," "homemade," and other multi-media documentary film making	**1.11.1.D** Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. **1.2.11.A** Read and understand essential content of informational texts and documents in all academic areas. **1.9.C.A** Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. **1.9.C.B** Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context. **9.1.12.B** Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. **9.1.12.E** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. **9.1.12.J** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. **9.4.12.C** Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. **3.4.12.E.4** Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. **3.7.12.A.3** Evaluate and use technological resources to solve complex multi-step problems. **C.IE.1.1** Write informative and explanatory pieces that describe, explain, or summarize information or ideas. **C.IE.1.1.1** Write with a sharp controlling point and an awareness of the audience and task.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Documentary Film Making: Fact, Fiction, or Propaganda?	C.A.1.1 Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods.
World War II Documentary Film Making Vietnam War Documentary Film Making	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.
Post September 11, 2001 Documentary Film Making	C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.
Disseminating the Internet, "art," "homemade," and other multi-media documentary film making (continued)	C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Contemporary and Foreign Films Film as a Social Commentary Verisimilitude in Film - Meaning	Film as History National Cinemas Criticism Genre Criticism Auteur Criticism Kinds of Formalism Ideology in Film Social Issues—race, religion, ethnicity, nationalism Film as a Social Commentary **1.11.1.D** Identify, describe, evaluate, and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts. **1.2.11.A** Read and understand essential content of informational texts and documents in all academic areas. **1.9.C.A** Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. **1.9.C.B** Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness, importance, and social and cultural context. **9.1.12.B** Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Contemporary and Foreign Films Film as a Social Commentary Verisimilitued in Film-Meaning (continued)	**9.1.12.E** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques. **9.1.12.J** Analyze and evaluate the use of traditional and contemporary technologies for producing, performing, and exhibiting works in the arts or the works of others. **9.4.12.C** Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response. **3.4.12.E.4** Synthesizing the effects of information and communication systems and subsystems as an integral part of the development of the Information Age. **3.7.12.A.3** Evaluate and use technological resources to solve complex multi-step problems. **C.IE.1.1** Write informative and explanatory pieces that describe, explain, or summarize information or ideas. **C.IE.1.1.1** Write with a sharp controlling point and an awareness of the audience and task. **C.A.1.1** Write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods. **C.A.1.1.1** Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. **C.A.1.1.2** Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints. **C.A.1.1.3** Organize the argument using effective strategies to develop a strong, well-supported position.