

**Halifax Area School District  
Course Plan  
REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The Beginnings of Film; The Filming Process**

**Time Line: 3 to 4 Weeks**

***BIG Ideas***

Students will work to understand the history of photography, voice/sound recording, and the origins of film and the motion picture industry. Additionally, students will experience a taste of directorial responsibility by working to understand the filming process.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has the filming process become possible?	Students will be able to understand the origins of film.	Quizzes, tests, reflections/essays	<i>The Independent Film Producer's Survival Guide: A Business and Legal Sourcebook</i>	1.1.11. A 1.1.11. D 1.1.11. E 1.1.11. F 1.1.11. G 1.1.11. H 1.2.11. A 1.2.11. B 1.2.11. C 1.3.11. E 1.4.11. A 1.4.11. C 1.4.11. D 1.5.11. A 1.5.11. B 1.5.11. C 1.5.11. E 1.5.11. F 1.5.11. G 1.6.11. A 1.6.11. C 1.6.11. D 1.6.11. E 1.6.11. F
How has independent film moved into the 21 <sup>st</sup> century?	Students will work to understand traditional paperwork utilized throughout the independent filming process, but will work to apply the concepts to the 21 <sup>st</sup> century.	Independent film group project (mimic the production of an independent film – long term)	Various films by Lumiere, Edison, Melies ( <i>A Trip to the Moon</i> )  <i>The Great Train Robbery</i> Scenes from (Al Jolson) <i>The Jazz Singer</i>	

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Why are cinematic formulas consistently and pervasively reused by writers/directors as staples of American film?	Students will understand that writers and directors make use of trends in American viewers/audiences that have proven to be consistently successful.	Quizzes, tests, reflections, alternative assignments re: creating examples of said trends for script production.	Internet article "Cinematic Formulas" <a href="http://www.bmoviecentral.com">www.bmoviecentral.com</a>	

**Halifax Area School District  
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REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: 20<sup>th</sup> Century American History of Corruption/Controversy**

**Time Line: 20 Days**

***BIG Ideas***

Students will work to understand that the film medium is often utilized to chronicle real historical events that have occurred throughout American history; modern students often take for granted that what they are watching was once a real part of our world – and that we should do more than just be entertained by this material (should learn from the past).

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has racism played a part in American reconstruction and post- reconstruction (as well as throughout the 20 <sup>th</sup> century)	Students will understand that the issue of racism has not just proven to be a volatile subject in day to day life, it has proven to be a consistent and relevant issue portrayed in film.	Tests, quizzes, reflections, alternative assessments (acting/video production assignments/ research assignments (war))	D.W. Griffith's <i>The Birth of a Nation</i> , Thomas Dixon's <i>The Clansman</i> (selections), <i>Malcolm X</i> , Selections from W.E.B. Dubois, George Washington Cable, Frederick Douglas <i>Guess Who's Coming to Dinner</i> , scenes from <i>American History X</i> , <i>Bamboozled</i>	1.1.11. A 1.1.11. B 1.1.11. D 1.1.11. F 1.1.11. G 1.1.11. H 1.2.11. B 1.2.11. C 1.3.11. B 1.3.11. C 1.3.11. E 1.3.11. F 1.4.11. B 1.5.11. A 1.5.11. B 1.5.11. C 1.5.11. D 1.5.11. F 1.6.11. A 1.6.11. B 1.6.11. C 1.6.11. D 1.6.11. E 1.6.11. F 1.7.11. A 1.7.11. B 1.7.11. C
How has the concept of corruption (and organized crime) impacted 20 <sup>th</sup> century America?	Students will understand that corruption has always been a part of American life; organized crime is one primary element of the concept in the 20 <sup>th</sup> century.	Tests, quizzes, essays, reflections, alternative assessments	<i>8 Men Out</i> , Selections of <i>The Untouchables</i> , <i>Quiz Show</i> , <i>On the Waterfront</i> , <i>The Godfather Trilogy</i> , Scenes from <i>Casino</i> , <i>Collateral</i>	

Essential Content/ Essential Questions	Performance Objectives	Assessment	Teacher Resources	Standards
How has the nature of warfare impacted the American way of life/psyche – and why is war so often the subject of some of the most important movies of the twentieth century?	Students will understand that war is often documented in film as a way to tell stories of heroism, but also as a way to ensure that history is passed down from generation to generation (this has replaced the nature of a traditional “storyteller”/orator)	Tests, quizzes, essays, reflections, alternative assessments	<i>Schindler's List, Platoon, Scenes from Apocalypse Now and The Deer Hunter, Miracle</i>	

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REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: Political and Social Commentary Through Film**

**Time Line: 20 Days**

***BIG Ideas***

Students will understand that directors and writers often have messages to convey through their films; these messages relate directly to the world of their audiences as a message (a commentary) that should be taken and applied to life.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How have directors offered negative commentaries re: society and culture through film?	Students will understand that “bleak” portrayals of possible worlds and realities do sell to audiences – and can leave them with scary and lasting memories (that serve a purpose)	Tests, Quizzes, Essays, Reflections, Alt. Assessment – Creating a bleak social commentary for our own world/lives.	<i>Soylent Green</i> , Selections of <i>Children of Men</i> , <i>Dawn of the Dead (1978)</i> , <i>Day of the Dead</i> , <i>Land of the Dead</i> Article: “Population in Literature” – Lionel Shriver <i>Population and Development Review</i>	1.1.11.A 1.1.11.B 1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.2.11.B 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.E 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B 1.7.11.C

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How have directors offered positive and hopeful commentaries re: society and culture through film?	Students will understand that positive portrayals of humanity/Americans do sell to audiences – and can (are meant to) convey messages that last and serve a purpose.	Quizzes, tests, reflections/essays	<i>Pay it Forward</i>  Article: “Conscience” – Peter Fuss, <i>Ethics</i>	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: Understanding the Mind**

**Time Line: 15 Days**

***BIG Ideas***

Students will understand that the latter half of the 20<sup>th</sup> century has yielded unprecedented studies and results about understandings of the brain, its potentials, and understandings of differing degrees of mental dysfunction.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has mental disability/dysfunction manifested itself and, subsequently, been understood throughout the latter half of the 20 <sup>th</sup> century?	Students will understand that understandings of the brain and brain dysfunction have grown significantly in the latter half of the 20 <sup>th</sup> century – and that mental handicaps are more than just “retarded” people.	Reflections, Research Assignments (essay/presentation)	<i>Sybil, A Beautiful Mind, Rain Man, The Real Rain Man (A&amp;E)</i>	1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.2.11.B 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11.E 1.3.11.F 1.4.11.B 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.B 1.7.11.C 1.8.11.A 1.8.11.B 1.8.11.C

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has science been utilized as a means to chronicle some of the most drastic and extreme brain dysfunction (and used in film)	Students will understand that scientists do (and have) study the rogue behaviors of social deviants as a means to try and understand and combat extreme examples of dysfunction	Reflections, Research Assignments (essay/presentation)	<i>Seven</i> , Scenes from <i>Identity</i>	

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**Unit: Understanding the Mind**

**Time Line: 15 Days**

***BIG Ideas***

Students will understand that films represent potential ideas, technologies, and understandings that could become tomorrow's realities. Students will also understand that the concept of Extra-Terrestrial life has been a part of an American consciousness for generations.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How have movies helped generate greater understandings, technologies, and ideas (and- why will movies continue to do this)?	Students will work to confront the origins and conceptual understandings of such abstract concepts as time travel, invisibility/cloaking, teleportation, space travel, artificial intelligence, video games, electronics, the internet, etc...	Reflections, tests, quizzes, Alternative assessments (script pitch activity – create a futuristic script outline and attempt to gain funding), Essay (watch and respond to <i>2010</i> – and write an essay about how the film is an example of social commentary)	<i>2001: A Space Odyssey</i> , <i>2010: The Year We Make Contact</i> , <i>War Games</i> , <i>The Philadelphia Experiment</i> (film and scenes from The History Channel), Various articles	1.1.11.A 1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.2.11.B 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.E 1.3.11.F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.8.11.A 1.8.11.B 1.8.11.C

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How have "UFOs" played a part of American development (origins/rationales/theories/scientific studies/ etc...)?	Students will work to understand the beginnings/origins of UFOs and Extra Terrestrial life forms (confronting theories/beliefs/understandings/histories of documented cases, etc...)	Tests, Quizzes, Reflections, Essays, Alternative Assessments	<i>Close Encounters of the Third Kind, Contact,</i> Various articles	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The American Family**

**Time Line: 15 Days**

***BIG Ideas***

Students will understand that American films have chronicled the progression that has been undertaken by the American familial structure across the latter half of the 20<sup>th</sup> century (and now the 21<sup>st</sup> century).

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How as the construct of the “traditional” American family come to fruition as an archetype of the 20 <sup>th</sup> century in America?	Students will understand that the term “American family” does have a cultural backing in American history across the 20 <sup>th</sup> century – and this has been documented in film.	Reflections, Tests, Quizzes, Alternative Assessments (exo-centric reactions to situations that arise in families in given generations/eras)	Various articles, “Splitsville – The Surprising History of Divorce in a Quintessentially American Suburb” - <i>Newsweek</i>	1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.2.11.B 1.3.11.A 1.3.11.B 1.3.11.C 1.3.11.D 1.3.11.E 1.3.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B 1.7.11.C 1.8.11.A 1.8.11.B 1.8.11.C
Why and how is the traditional familial structure changing within modern America? (how is society reacting to changes of these norms?)	Students will understand that variables within the familial construct have led to changes in society, as well as changes within the family structure.	Reflections, Tests, Quizzes, Alternative Assessments (exo-centric reactions to situations that arise in families in given generations/eras)	<i>Kramer vs Kramer</i> , <i>Pleasantville</i> , <i>License to Wed</i> , Scenes from <i>The Good Son</i>	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The Art of Storytelling**

**Time Line: 12 Days**

***BIG Ideas***

Students will understand that storytelling is an art form that carries with it a due process, especially in film format. Students will know that there are set patterns behind stories in “great” movies, and ingrained in these patterns are elements that reflect long standing cultural beliefs and traditions of a given society through history.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
<p>Why are stories often reflective of similar patterns and structures existing in a behind the scenes sense of organization?</p>	<p>Students will understand that different cultures have different tenets of storytelling that reflect their own unique beliefs and values – and these tendencies are (albeit sometimes latent) consistent and pervasive in their methodology.</p>	<p>Reflections, tests, quizzes, alternative assessments (students will create an advertising campaign that utilizes the strategies mentioned per a given culture as a means to attract audiences through their traditional/respective ways)</p>	<p><i>Big Fish, Stranger than Fiction</i></p>	<p>1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.B 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.E 1.3.11.F 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.5.11.G 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.B 1.8.11.B 1.8.11.C</p>

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How do scriptwriters and producers take advantage of humanistic/cultural elements to produce movies in the genre of "storytelling"	Students will understand that directors/designers often play on audience appeal as a rationale behind the creation of certain story elements/film elements and design.	Reflections, tests, quizzes, alternative assessments (students will create an advertising campaign that utilizes the strategies mentioned per a given culture as a means to attract audiences through their traditional/respective ways)	Article: "Cultural Background and Storytelling: A Review and Implications for Schooling" <i>The Elementary School Journal</i>	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: Progressive American Desensitization**

**Time Line: 15 Days**

***BIG Ideas***

Students will understand that rising levels of gore and violence in film reflect an understandable pattern that is synonymous to the same effect that drugs have upon addicts, which leads to directors needing to push limits to not only reflect cultural changes and advances, but also to keep audiences in shock and disbelief/on their toes so as to be “wow’d”

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has “acceptability” and tolerance in terms of sensitivity and subject matter/depiction changed throughout the 20 <sup>th</sup> and 21 <sup>st</sup> centuries?	Students will understand that the nature of what is actually depicted on film has change and adapted in a way that directly reflects American society.	Tests, Quizzes, Reflections, Essays (comparing and contrasting the films <i>Last Man on Earth</i> and <i>I am Legend</i> with the original source for both films (the novel <i>I am Legend</i> by Richard Matheson)	<i>I am Legend</i> (novel – Richard Matheson)  Various internet articles  <i>Last Man on Earth, Night of the Living Dead</i>	1.1.11.A 1.1.11.B 1.1.11.D 1.1.11.E 1.1.11.F 1.1.11.G 1.1.11.H 1.2.11.A 1.2.11.B 1.3.11.B 1.3.11.C 1.3.11.E 1.3.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B 1.8.11.A 1.8.11.B 1.8.11.C
How can the horror genre serve as the best representation of cultural tolerance for a given time period/society?	Students will understand that horror films tap into fears commonly held by a given time period/era for the same given society; the depictions of these fears are indicators of cultural beliefs and limitations.	Tests, Quizzes, Reflections, Essays (comparing and contrasting the films <i>Last Man on Earth</i> and <i>I am Legend</i> with the original source for both films (the novel <i>I am Legend</i> by Richard Matheson)	Scenes from the following films: <i>I am Legend, Fido, The Birds, Psycho, Carrie, The Shining, The Texas Chainsaw Massacre (original), Friday the 13<sup>th</sup>, The Evil Dead Trilogy, 28 Days Later, American Psycho, The Saw Series</i>	

**Halifax Area School District  
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REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The Documentary**

**Time Line: 15 Days**

***BIG Ideas***

Students will understand that there are different types of documentaries, with the rarest being a “pure” documentary, and the most common being a docudrama; these films serve as voices that represent direct messages and agendas pertaining to the time period of America corresponding to its respective present time.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How do pure documentaries differ from docudramas, and why do American audiences more readily receive docudramas?	Students will understand that pure documentaries are typically nothing more than video record, while American audiences prefer emotion and direction in film.	Reflections, Tests, Quizzes, Essays, Alternative Assessments (comparing and contrasting “documentaries”/ creating documentaries and/or docudramas w/ an agenda)	<i>Cloud – Wild Stallion of the Rockies (PBS), Grizzly Man (Werner Herzog), Sicko – Michael Moore (as well as other scenes from past Michael Moore documentaries), Jesus Camp (A&amp;E), as well as other historical documentaries that may support this unit (usually through A&amp;E/History Channel)</i>	1.2.11.A 1.2.11.B 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.E 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.8.11.C
How can directors utilize the term “documentary” to promote their own agenda/purpose?	Students will understand that directors can manipulate audiences through their docudramas as a means to focus attention towards a set of “facts” or information that may be twisted or biased.	Reflections, Tests, Quizzes, Essays, Alternative Assessments (comparing and contrasting “documentaries”/ creating documentaries and/or docudramas w/ an agenda)	Article: “How Real is the Reality in Documentary Film?” <i>History and Theory</i> (Jill Godmilow)	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: Male and Female Norms in American Society**

**Time Line: 20 Days**

***BIG Ideas***

Students will understand that men and women are “trained” (socialized) how to act, how to be, and how to feel from the very moment that they are born; these normative behaviors reflect traditions and expectations that have played integral roles in the very evolution of the United States, as well as mankind.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How are individuals socialized; what is socialization; why is it an integral part of American society?	Students will know that socialization is a process by which norms and gender expectations/roles are instilled into the youths of America by the previous generation of American society – and this is done to continue the development and the progression of American ideas and very ways of life that make this country what it is.	Reflections, Tests, Quizzes, Alternative assessments (students will be paired and faced with marital situations that will need to be confronted by the pairing; the subsequent actions/reactions must be correctly based with actions expected of a given time – with a rationale)	Articles: “Doing Gender” – <i>Gender and Society</i> (Candace West and Don H. Zimmerman) “Does Lara Croft Wear Fake Polygons? Gender and Gender- Role Subversion in Computer Adventure Games” – <i>Leonardo</i> . (Anne- Marie Schleiner)	1.1.11.B 1.1.11.D 1.1.11.G 1.1.11.H 1.2.11.B 1.2.11.C 1.3.11.E 1.3.11.F 1.4.11.B 1.4.11.C 1.5.11.A 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.G 1.6.11.A 1.6.11.D 1.6.11.E 1.6.11.F
How have male and female archetypes/norms been chronicled in film (which serves as a record of changes or shifts in male and female roles)?	Students will understand that events in America’s past have impacted shifts in gender roles and expectations, and that male and female norms are always changing, albeit ever so slightly; this process is latent in film, but certainly correlative in nature.	Reflections, Tests, Quizzes, Alternative assessments (students will be paired and faced with marital situations that will need to be confronted by the pairing; the subsequent actions/reactions must be correctly based with actions expected of a given time – with a rationale)	<i>Rebel Without a Cause, Fried Green Tomatoes, Scenes from Alien and Aliens, Gone With the Wind, A Walk to Remember, Live Free or Die Hard, Blackboard Jungle, The Searchers</i>	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Unit: Rise of the “B” Movie**

**Time Line: 12 Days**

***BIG Ideas***

Students will understand that “B” movies were 2<sup>nd</sup> run movies that often accompanied major motion pictures and tended to develop cult followings that led to a general sense of success for more than a few “b” movie stars and producers; this signaled a trend in American moviegoing in that directors deliberately would focus on absurd concepts or extremely laughable special effects as a means to entertain, as opposed to wow/impress.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How did “B” movies manage to establish a foothold in the movie industry, while going head to head with big budget productions?	Students will understand that b movies often relied upon the enthusiasm and over the top performances of actors, as well as campy special effects, as a way to entertain, instead of impress/wow.	Reflections, Essays, Tests, Quizzes, Alternative Assessments (create your own “b” movie or scene)	Various Internet Articles	1.1.11.G 1.1.11.H 1.2.11.B 1.2.11.C 1.3.11.E 1.4.11.A 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.E 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F
What general formulas exist in a “golden age” of “b” movies that led to audiences embracing the role and place of the “b” movie?	Students will understand that audiences did connect to these films, and did expect a format to be followed that reflects an overall sense of enjoyment and acceptance of this type of film.	Reflections, Essays, Tests, Quizzes, Alternative Assessments (create your own “b” movie or scene)	<i>Ed Wood, Mystery Science Theater 3000 (w/Plan 9 From Outer Space)</i>	

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**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Unit: The Evolving American Ideal**

**Time Line: 12 Days**

***BIG Ideas***

Students will understand that American (understood) virtues have always been perceivably based in hard work leading to positive successes; these accepted and embraced virtues are under attack in a society that is facing untested waters in rapid advancements in technology, “rights” of people as ordered by law/lawsuits, and various other opinions and viewpoints that our world has today – and students will explore these accounts and discuss realities/potential realities.

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has industrialization across the 20 <sup>th</sup> century and 21 <sup>st</sup> century played an integral part of challenging traditional American ideals (while also being representative of those same ideals)?	Students will understand that the “American Dream” has actually proven both beneficial and corrupt, as the concept needs people to push towards advancement, but opens doors for “easier” and lazier options in life.	Reflections, Tests, Quizzes, Alternative Assessment (work to create a storyline in which karma plays a part in the outcome of someone deserving money/luck, and then someone who doesn’t deserve money/luck, and then gets what he/she deserves in accordance to American ideals)	<i>Rocky</i> (and selected scenes from the <i>Rocky</i> series), Scenes from <i>Falling Down</i> , Scenes from <i>Phone Booth</i> , <i>Changing Lanes</i> , <i>Any Given Sunday</i>	1.2.11.A 1.2.11.C 1.3.11.B 1.3.11.C 1.3.11.E 1.4.11.C 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.5.11.E 1.5.11.F 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A
Why are value systems always being challenged by “present” American cultures; why are new thoughts and ideals risky to current generations of people?	Students will understand that society is impacted by decisions made as a part of daily life; these decisions manifest themselves not only in advancements (science), but also in such negative connotations as frivolous lawsuits or other forms of corruption.	Reflections, Tests, Quizzes, Alternative Assessment (work to create a storyline in which karma plays a part in the outcome of someone deserving money/luck, and then someone who doesn’t deserve money/luck, and then gets what he/she deserves in accordance to American ideals)	Various Internet Articles, including: “Who Wants to be a Millionaire: Changing Conceptions of the American Dream” – <i>American Studies Today</i> (Matthew Warshauer)	

**Halifax Area School District  
Course Plan  
REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The Continuing Adaptations of the Youth (Rebel) Culture**

**Time Line: 20 Days**

***BIG Ideas***

Students will understand that they are a part of a constant with regard to American society: for every advance in American society, rebel cultures have existed in sub-groups as a means to oppose the established norms through deviant behavior, as a way to separate and challenge the “establishment” (established norms)

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
Why have rebel/youth cultures progressively had to push limits as American culture has adapted to their presence?	Students will understand that rebel cultures must continually adapt to gradual acceptance of their standards as the larger society adapts to them.	Reflections, Quizzes, Tests, Essays, Alternative Assessments (comparative studies of music, film)	<i>American Graffiti, Blackboard Jungle, Grease, Can't Hardly Wait, Scenes from The Breakfast Club</i>	1.1.11.G 1.1.11.H 1.2.11.B 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B 1.7.11.C 1.8.11.A 1.8.11.B 1.8.11.C
How has “tolerance” played a role in the continuous relationship between normative and rebellious behavior in American society/	Students will understand that established and accepted norms shape rebel culture, and that the nature of rebellion cannot exist without an identification of normalcy.	Reflections, Quizzes, Tests, Essays, Alternative Assessments (comparative studies of music, film)	Various Articles, including: “The Social Organization of Deviants” ( <i>Social Problems</i> ) – Joel Best and David E. Luckenbill	
How has music played an integral role in the identity of rebel/deviant cultures?	Students will understand that rock and roll became a staple of the rebel movement during the mid 20 <sup>th</sup> century, and since then music has consistently and pervasively impacted rebel culture	Reflections, Quizzes, Tests, Essays, Alternative Assessments (comparative studies of music, film)	Various Internet Articles, including “Changing the World: Rock n’ Roll Culture and Ideology” – David N. Townsend	

**Halifax Area School District  
Course Plan  
REFLECTIONS OF AMERICAN SOCIETY IN FILM**

**Course Name: REFLECTIONS OF AMERICAN SOCIETY IN FILM  
Unit: The American Sense of Humor**

**Time Line: 20 Days**

***BIG Ideas***

Students will understand that comedy and comedians have often relied upon satirical techniques as a means to both entertain American audiences, but also as a way to criticize the goings-on of American culture from the viewpoint of the “common man”

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Assessment</b>	<b>Teacher Resources</b>	<b>Standards</b>
How has comedy across 20 <sup>th</sup> century America helped to confront serious issues (whether obvious or latent) in ways that help Americans point fun of themselves (or as a means to criticize)?	Students will understand that the daily activities of our nation provide the fuel for laughter as a significant energy for American humor.	Reflections, Quizzes, Tests, Alternative Assessments (voice- dubbing/voice-overs on certain films w/ humorous intent) – Technology integration/study and rationale of why the clip was funny, etc...)	Various Internet Articles, including: “A Big Mystery: Why Do We Laugh?” –Dr. Robert Provine And “American Humor” – Arthur Power Dudden – <i>American Quarterly</i>  Documentary Series (PBS) <i>Make ‘Em Laugh – The Funny Business of America</i>	1.2.11.A 1.2.11.B 1.2.11.C 1.3.11.C 1.3.11.E 1.3.11.F 1.5.11.A 1.5.11.B 1.5.11.C 1.5.11.D 1.6.11.A 1.6.11.B 1.6.11.C 1.6.11.D 1.6.11.E 1.6.11.F 1.7.11.A 1.7.11.B
How have the productions of comedy varied across the advent of film in America?	Students will understand that, beginning with Vaudeville and going up until modern depictions of slapstick or other genres on film in America, comedy has gone hand in hand with American advancement; comedy is a mirror of significant issues and matters in America.	Reflections, Quizzes, Tests, Alternative Assessments (voice- dubbing/voice-overs on certain films w/ humorous intent) – Technology integration/study and rationale of why the clip was funny, etc...)	Various Vaudeville Shorts/ Films, Various <i>Three Stooges</i> episodes/short films, <i>The Great Dictator</i> , Scenes from <i>Man on the Moon</i> , <i>Dumb and Dumber</i> ; Random TV Show (cross generational comedy) Clips/Episodes	