



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

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DEPARTMENT English

COURSE The Art of Film

Curriculum Development Timeline

School: Ocean Township High School

Course: The Art of Film

Department: English

Board Approval	Supervisor	Notes
July 2007	Jayne VanNosdall	Born Date
August 2009	Jayne VanNosdall	Revisions
July 2013	Jayne VanNosdall	Revisions
August 2017	Valerie Sorce	Revisions
August 2019	Ian Schwartz	Revisions
August 2022	Ian Schwartz	Name Change from Film as Literature Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates
August 2025	Ian Schwartz	Revisions

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DEPARTMENT English

COURSE The Art of Film

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Film Techniques	21	Cultural Significance of Film
2	Film Techniques	22	Cultural Significance of Film
3	Film Techniques	23	Cultural Significance of Film
4	Film Techniques	24	Cultural Significance of Film
5	Film Techniques	25	Cultural Significance of Film
6	Film Techniques	26	Cultural Significance of Film
7	Film Techniques	27	Cultural Significance of Film
8	Film Techniques	28	Cultural Significance of Film
9	Film Techniques	29	Cultural Significance of Film
10	Film Techniques	30	Cultural Significance of Film
Week	Marking Period 2	Week	Marking Period 4
11	Genre Study	31	Filmmaker Research Project
12	Genre Study	32	Filmmaker Research Project
13	Genre Study	33	Filmmaker Research Project
14	Genre Study	34	Filmmaker Research Project
15	Genre Study	35	Filmmaker Research Project
16	Genre Study	36	Filmmaker Research Project

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17	Genre Study	37	Filmmaker Research Project
18	Genre Study	38	Filmmaker Research Project
19	Genre Study	39	Filmmaker Research Project
20	Genre Study	40	Filmmaker Research Project

Core Instructional & Supplemental Materials including various levels of Texts

Suspense

Psycho – Alfred Hitchcock

Jaws – Steven Spielberg

Drama/Redemption

Rocky – John Avildsen

On the Waterfront – Elia Kazan

Crime/Mobster

The Godfather – Francis Ford Coppola

Goodfellas – Martin Scorsese

War

Saving Private Ryan – Steven Spielberg

Apocalypse Now – Francis Ford Coppola

Foreign Settings/Survival

The Pianist – Roman Polanski

Slumdog Millionaire – Danny Boyle

Life of Pi – Ang Lee

Horror

Rosemary's Baby - Roman Polanski

The Shining - Stanley Kubrick

True (?) Crime

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Fargo – Joel and Ethan Coen

Changeling – Clint Eastwood

Film Noir/Silent/Musicals

Double Indemnity – Billy Wilder

Sunset Boulevard – Billy Wilder

The Artist – Michel Hazanavicius

Singin' In the Rain – Gene Kelly

Quirky Directors

The Royal Tenenbaums – Wes Anderson

Edward Scissorhands – Tim Burton

Coming of Age

Good Will Hunting – Gus Van Zant

Whiplash – Damien Chazelle

Lady Bird - Greta Gerwig

Almost Famous – Cameron Crowe

A Bronx Tale – Robert DeNiro

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COURSE The Art of Film

Time Frame	10 Weeks
Topic	
Film Techniques	
Alignment to Standards	
RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept). RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message). W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). W.SE.11-12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance	

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on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Learning Objectives and Activities

SWBAT answer the following questions:

- How do filmmakers effectively convey their message to their audience?
- How does a director use surrealistic cinematic techniques to represent human truths on the screen?
- What editing techniques does the director choose when attempting to deliver the message of the story in the strongest way possible?

SWBAT demonstrate understanding of the following:

- Filmmakers use the camera in various ways to reflect elements of literature - setting, plot, character development.
- Filmmakers use a variety of cinematic devices and techniques to create a desired effect.
- Filmmakers can play with the camera and light to enable the viewer to understand the characters, setting, tone and theme.
- Sound and music are also used to create an effect on the viewer.

Learning Activities:

- Students will be introduced to several key film techniques which will be used throughout the course.
- Students will identify specific cinematic techniques, including camera angles, music, lighting, or mise-en-scene while watching movies that strike them as unique.
- Students will learn about pioneers in the movie industry, whose unique techniques set the standard in the industry (Alfred Hitchcock, Stanley Kubrick, Wes Anderson).
- Students will read about the latest trends in cinematography, which coincides with the latest technology (i.e., more closeups than landscapes to coincide with iphone movie viewing)..
- Students will learn about historical methods of film-making, based on technology that was available at the time, which continues to influence filmmakers today.
- Students will discuss cinematic techniques after watching movies, and what

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COURSE The Art of Film

effect they had on their viewing experience.

Assessments

Formative:

- Class observation and discussion
- Group work and small group discussions
- Checking study guides for correct film analysis
- Regularly incorporate film terminology in essays and classroom comments.

Summative:

- Short writing response on cinematic techniques observed
- Historical background assessment on certain films.

Alternative:

- Visual graphic organizers to accompany assessments when necessary.

Interdisciplinary Connections

Students will explore cinematography, and the visual aspects of how filmmakers use visuals to create meaning:

1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.

1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

1.2.12prof.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria and considering context and artistic goals.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas

Technology Integration

Students will engage in ongoing class commentary/discussion of film techniques using online platforms:

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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Career Education

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.

Time Frame

10 Weeks

Topic

Genre Study

Alignment to Standards

RI.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).

RL.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).

W.RW.11-12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the main film genres?
- Why are genres important?
- Can films be categorized in more than one genre?
- How do genres help the film industry to produce and market films?

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SWBAT demonstrate understanding of the following:

- Genre study is used in the study of film in order to facilitate the categorization of films.
- Conducting studies of multiple genres can help students to achieve a better understanding of their characteristics.
- Genres are dependent on various factors such as story line, whom the director is, what the audience expectations are, and what we expect to find within a particular collection of films.
- An important part of genre study is knowing what period a film was made and knowing to whom the intended audience is.
- It is common to see the same directors and actors in one genre.
- Genres usually contain similar content and a certain style of filmmaking.
- Although many films have similarities that place them in one genre category, there are many others which could be placed in more than one.

Learning Activities:

- Students will be introduced to multiple genres over the course of the semester.
- The concept of genre is introduced through class discussion, during which students determine the main characteristics of various genres.
- Students will learn to identify certain formulas that make up specific genres (Western, film noir, coming of age, etc.).
- Students will learn the difference between plot and story.
- Students will learn the seven universal plots that underpin all stories.

Assessments

Formative:

- Class observation and discussion
- Group work and small group discussions
- Checking movie notes for correct genre analysis
- Regularly incorporate film terminology in essays and classroom content

Summative:

- Short writing response on genre study observed
- Common characteristics assessment on typical genres

Alternative:

- Matching quiz to evaluate students on their understanding of genre and subgenre terms.
- Create movie poster of feature film from a different genre.

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DEPARTMENT English

COURSE The Art of Film

Interdisciplinary Connections

Film and Script Analysis/Critique Activities

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

1.4.12prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Integration

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Time Frame	10 Weeks
Topic	
Cultural Significance of Film	
Alignment to Standards	

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RI.CR.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.MF.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the concept).

SL.PE.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Learning Objectives and Activities

SWBAT answer the following questions:

- Can fictional films be used as historical evidence?
- Do people recognize film as an objective form of evidence?
- Do films reflect reality?
- What is the relationship between movies and culture?

SWBAT demonstrate understanding of the following:

- Movies are an integral part of our culture, a product of it, and therefore a reflection of prevailing concerns, attitudes and beliefs.
- Movies have the power to express a culture's ideals and shape them.
- Movies can provide an image of the way daily life unfolded throughout history.

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- Movies provide gestures, gaits, rhythms, attitudes, and human interactions in a variety of situations.
- When we focus on social and cultural history, movies not only provides evidence and records, but takes on a key role.
- Movies make historical events vivid, portraying social attitudes and even revealing the unconscious assumptions of past societies.

Learning Activities:

- Research: Happenings, time periods and characters in history depicted in the movies - compare them to the movie's depiction.
- Critiques: Compare personal reactions to a professional critic's reactions to the movie.
- Write how themes and motifs are developed in a movie through settings, characters, etc.
- Read articles on movies/specific events in history that are depicted in film
- Debate an issue portrayed in a movie.

Assessments

Formative:

- Students will read articles about various historical events depicted in movies and respond using examples from movies and text.
- Group work and class discussion
- Class observation and discussion

Summative:

- Research and present a significant 20th century event, with respect to its depiction in film.
- Learn iconic movie quotes and their references to past events.

Alternative:

- Identifying well-known movie quotes as well-known expressions in American culture.

Interdisciplinary Connections

Film and script analysis/Critique activities

1.4.12prof.Cr1c: Use script analysis to generate ideas about a character that is believable and authentic.

1.4.12prof.Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

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1.4.12.prof.Cr3c: Explore technical design choices that support the story and emotional impact of a scripted or devised theatre work.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Time Frame	10 Weeks
Topic	
Filmmaker Research Project	
Alignment to Standards	
W.IW.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts,	

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extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative."

W.SE.11-12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

SL.II.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.AS.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Learning Objectives and Activities

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COURSE The Art of Film

SWBAT answer the following questions:

- What are some unique aspects of a director's work that makes him or her stand out among other movie professionals in the field?
- How is the background of a movie director important to influencing his or her movie making style and techniques?
- What contributions has a particular movie director made to cinema that continues to remain influential among current film makers?

SWBAT demonstrate understanding of the following:

- Directors are the chief creators of a given film, in the same way that a book's author is its writer, and oversee all of the important aspects of their film's creation.
- Biographical information and filmographical details about filmmakers are important aspects when analyzing particular elements of personal style in their films.
- Directors have strong authorial voices who make most, if not all, of the important artistic decisions in a film's creation.
- The decisions that directors make in a film express ideas and emotions worth analyzing in greater depth.

Learning Activities:

- Students will work with a partner and select a well-known director from a given list and focus on at least two of his or her films, presenting it into a digital movie presentation.
- Choose one or two overall themes from both films and compare them to show how the director's unique style or attitude comes through.
- Students will gather research from a minimum of three reliable sources to develop a script, then gather enough pictures which coincide with the narrative to create a 12-15 presentation on Moviemaker.
- Students will include information on their chosen director, including biography, unique style, contributions to the movie industry, awards, nominations, director's inspirations, and any other pertinent information that would be of interest to their audience.
- Students will also include two 2-3 minute clips of movies which the director is known for.
- Students will use computer programs such as Audacity, PowerPoint, MovieMaker.
- Students will include a bibliography to credit sources used.
- Once all projects are completed, they will be shared with the class, who will

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then critique the films through a Google doc/Form.

Assessments

Formative:

- Group work and small group discussions
- Legitimate research sources to obtain information
- Bi-Weekly check on progress to ensure that project is moving along productively

Summative:

- Filmmaker Research Project - Screencast and Presentation

Benchmark:

- Filmmaker Research Project - Screencast and Presentation

Alternative:

- Filmmaker Research Project - Student may choose to submit project as an MLA formatted research paper

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-AV.1 Describe the history, terminology, occupations and value of audio, video and film technology.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.

Technology Integration

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

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- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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