

Pascack Valley Regional High School District

Pascack Hills High School, Montvale, New Jersey

Pascack Valley High School, Hillsdale, New Jersey

Course Name: Film and Literature: Understanding Movies from Script to Screen

Born On: August, 2024

Previous Revision: August, 2024

Current Revision: August, 2026

Board Approval: 8/24/26

COURSE DESCRIPTION: Film & Literature: Understanding Movies from Script to Screen

Description of course:

Film and Literature: Understanding Movies from Script to Screen is a full year, five credit course for all high school students, is part of the English Department's elective program and fulfills the graduation requirement for "21st Century Life and Careers."

This course will provide the opportunity for students to approach film with an understanding of and an appreciation for the techniques employed in the evolution of film from concept to screen. Students will understand that the creation of a film depends on a variety of skilled professionals and will have the opportunity to explore those various roles and responsibilities, including screenwriter, cinematographer, storyboard/art producer, actor, editor and director. The class will highlight the process whereby written texts such as novels or screenplays are translated from the written to the visual and have an opportunity to learn how film critics interpret this art form. Students will also understand the financial and marketing aspect of the film industry and the cultural, political and social influence of Hollywood in American society. The viewing of films in this course is always active and student response is consistently framed within an academic and professional context.

Film and Literature provides an opportunity for a variety of students to learn, study, and appreciate a unique aspect of American culture from both technical and artistic points of view.

General Objectives:

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of technical and artistic elements incorporated into films.
2. Demonstrate an ability to discuss and write about past and present film criticism.
3. Improve viewing skills through note-taking and reference to previously presented material.
4. Participate actively in class discussion, group activities, oral presentations, and supplementary projects.
5. Analyze both fiction and non-fiction in order to communicate theme in discussion and in writing.
6. Demonstrate the ability to make connections between classic films and their modern counterparts by tracing specific film, movements, themes, or directional concerns.

7. Demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (9.1: 21st Century Life Skills)
8. Develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy. (9.2: Personal Financial Literacy)
9. Apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age. (9.3: 21st Century Life Skills; NJ Administrative Code: N.J.A.C. 6A:8-3.2)

The films in this course focus on a variety of themes. Certain films may be able to be used in a variety of units. Additional readings and writings provide depth, universality, and appreciation of these themes.

Pacing Guide

Month	Unit	Specific Assessments or Projects
September	Unit 1: Introduction to film terms, concepts and professions	see below for assessments in each unit
October	Unit 2: Screenwriting, story, and genre	see below for assessments in each unit
November	Unit 3: Art Direction/Production Design -- creating the world of the film through set design, costume and makeup (Pre-production)	see below for assessments in each unit
December	Unit 4: The Director and Cinematographer - mise-en-scene, cinematography and aesthetics (Production)	see below for assessments in each unit
January	Unit 5: The Actor (Production)	see below for assessments in each unit

February	Unit 6: Editor and Sound Engineer (Post-Production)	see below for assessments in each unit
March	Unit 7: Documentary and Non-fiction Film	see below for assessments in each unit
April	Unit 8: Special Effects and Animation (Post Production)	see below for assessments in each unit
May/June	Unit 9: Cinema as reflective of culture and society	see below for assessments in each unit

Pacing: All units are 4-6 weeks.

OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
A. Unit 1: Introduction to film terms, concepts and professions Film Options: <i>The Shawshank Redemption</i> <i>Jaws</i> <i>Psycho</i> Printed texts: Understanding Movies, 12th edition, Louis Giannetti Critical reviews of viewed films Students will: - Know and understand basic film terminology and concepts	- Define and apply film terminology to films and film clips - View complete films - Read from text - Discuss in small and large groups - Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc.	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies

2. Know and understand how to “read” a film on literary, dramatic, and cinematic levels 3. Know and understand the various responsibilities of professionals involved in filmmaking 4. Identify and explain the effect of artistic choices on viewer’s or reader’s understanding of the text as a whole 5. Know and explore narrative structure and storytelling, character development, themes and symbolism, cinematography and visual style, music and sound design, adaptation from literature, directorial style, social and historical context, and reception and legacy 6. Know auteur theory and Hitchcock’s directorial style and psychological analysis		discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A)	● 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may
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			include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or
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			drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
B. Unit 2: Screenwriting, story, and genre Genres (option of choosing 4-5 from below list): • Road movie /Journey films: <i>Almost Famous, Little Miss Sunshine, Thelma and Louise</i> • Coming of age: <i>Good Will Hunting, Juno, Ladybird</i> • Horatio Alger / American Dream or Sports: <i>Rocky, Million Dollar Baby, A League of Their Own, Miracle</i> • Horror: <i>Halloween, The Exorcist, The Shining</i> • Western: <i>Unforgiven, The Good the Bad and the Ugly</i> • Gangster: <i>Goodfellas, The Departed, A Bronx Tale</i> • Comedy: <i>Spaceballs, My Cousin Vinny, Monty Python and the Holy Grail, Airplane!</i>	• Define and apply film terminology to films and film clips • View complete films • Close reading/analysis of important scenes and dialogue • Read from text • Read screenplays • Discuss in small and large groups • Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc.	• Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F),	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies • 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being

Selected Reading: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Screenplays of viewed films Critical reviews of viewed films The student will: 1. Know the basic components of a narrative 2. Define genre and understand major film genres 3. Understand the template of a screenplay 4. Write a short screenplay 5. Understand how writers sell screenplays	• Complete a self directed research project on the career path of a particular screenwriter	synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A) • Screenplays (S/A)	knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they
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			interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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C. Unit 3: Art Direction/Production Design -- creating the world of the film through set design, costume and makeup (Pre-production) Films: <i>La La Land</i>	- Define and apply film terminology to films and film clips - View complete films - Close reading/analysis representative scenes	Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture

• Creating Suburbia: <i>Pleasantville</i>, <i>Edward Scissorhands</i> • Period Pieces: <i>Shakespeare in Love</i>, <i>Braveheart</i>, <i>Far From Heaven</i>, <i>Gangs of New York</i> Selected Reading: <i>Understanding Movies</i>, 12th Edition, Louis Giannetti Screenplays of viewed films Critical reviews of viewed films The student will: 1. Identify the dramatic qualities of film 2. Know and understand the career opportunities for artists in the film industry 3. Understand how the use of color palettes and tone affect the mood and overall experience of a film 4. Understand the relationship between costume, character, time period and theme 5. Understand how the art of makeup application not only enhances and prepares and actor for filming but can be a transformative tool to aid in storytelling 6. Understand the role of art direction and production design, case studies of iconic films, period and historical accuracy, and career pathways in production design	• Read from text • Discuss in small and large groups • Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. • Complete a self directed research project on an artistically driven film or the career path of a particular production artist	(F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A) • Class discussion (F/A) • Individual projects/presentations (F/A) • 5-person film crew collaborative project (S/A)	1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies • 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include
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D. Unit 4: The Director and Cinematographer - mise-en-scene, cinematography and aesthetics (Production) Films: - Cinematography: <i>Slumdog Millionaire, Crouching Tiger Hidden Dragon, City of God, The Road to Perdition</i> - Direction: <i>The Godfather, The Hurt Locker, Psycho, Forrest Gump, Saving Private Ryan</i> Printed texts: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Critical reviews of viewed films Students will: - Understand the variety of responsibilities the director has from pre to post production - Determine what particular viewpoints are ultimately decided upon by selected directors. - Know how the lighting and quality of the photographed image enhances a film and has a variety of purposes and meanings - Understand the changes in filmmaking from celluloid to digital and their effects on cinematography and the quality of photographed images - Understand how the director and cinematographer work together to achieve a desired aesthetic effect	- Define and apply film terminology to films and film clips - View complete films - Close reading/analysis of important scenes - Read from text - Discuss in small and large groups - Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. - Complete a self directed research project on the career path of a particular director or cinematographer	- Class discussion (F/A) - Individual projects/ presentations (F/A) - Movie reviews (S/A) - Storyboards (F/A) - Study guides (F/A) - Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/react	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

		ion posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A)	RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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			RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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E. Unit 5: The Actor (Production) Films: • <i>Beasts of the Southern Wild</i> • <i>The Help</i>	• Define and apply film terminology to films and film clips • View complete films • Close reading/analysis of well-acted scenes	• Class discussion (F) • Study guides (F) • Acting review/study (F) • Test (S) • Reading quizzes (F),	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture

• <i>Doubt</i> • <i>American Beauty</i> • <i>Dead Man Walking</i> • <i>A Few Good Men</i> • <i>Mystic River</i> • <i>Lincoln</i> The student will: 2. Recognize that film acting is a complex and variable art 3. Recognize the various categories of film actors (extras, non-professional, professionals, union actors, stars) 4. Understand the different styles and approaches to acting 5. Examine how specific actors and actresses make their unique contributions to the subject's theme 6. Appreciate the expertise of acclaimed film actors 7. Examine an "Actor's craft" that includes Method Acting, Meisner Technique, Stanislavski System and others	• Read from text • Discuss in small and large groups • Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. • Complete a self directed research project on the career path of a particular actor	socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A)	1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies • 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as
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			interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the
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			action is ordered, how the characters are introduced and developed).
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OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
F. Unit 6: Editor and Sound Engineer (Post-Production) - Films: <i>Memento</i> <i>Mad Max Fury Road</i> <i>Whiplash</i> <i>Psycho</i> <i>Jerry Maguire</i> <i>Argo (to build suspense)</i> <i>Crash (episodic structure)</i> <i>Platoon (sound editing)</i> <i>Sound of Metal</i> Selected Reading: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Screenplays of viewed films Critical reviews of viewed films	- Define and apply film terminology to films and film clips - View complete films - Close reading/analysis of important scenes and dialogue - Read from text - Read screenplays - Discuss in small and large groups - Use Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. - Complete a self directed research project on the career path of a particular screenwriter	- Class discussion (F) - Individual projects/presentations (F) - Movie reviews (S) - Study guides (F) - Test (S) - Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career

The student will: 1. Understand the role of the editor and how he/she assists in constructing the narrative 2. Define and understand the technical terms and methods of editing and how they contribute to the overall mood and experience of a film 3. Understand and appreciate how sound enhances the overall mood and experience of a film 4. Understand how sound predicts and drives a viewer's emotions 5. Understand the fundamentals of film editing, the history of film editing, and the editing process		postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A)	options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
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			RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
G. Unit 7: Documentary and Non-fiction Film Films: • <i>High School excerpts</i> • <i>Bowling for Columbine</i> • <i>The Cove</i> • <i>The Queen of Versailles</i> • <i>13th</i> • Episodes of Netflix Documentary Series: <i>The Jinx</i>, <i>Making a Murderer</i>	• Define and apply film and technological terminology to films and film clips • View complete films and film clips • Close reading/analysis of scenes • Read from text • Discuss in small and large groups	• Class discussion (F/A) • Individual projects/ presentations (F/A) • Study guides (F/A) • Test (S) • Storyboard (S/A) • Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A),	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies

Selected Reading: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Critical reviews of viewed films The student will: 1. Understand that documentaries often relay a “version” of reality 2. Identify and define the various types of documentary filmmaking and understand the tasks typically assigned to these non-fiction films 3. Identify influential documentary filmmakers 4. Explore the ethical questions documentary filmmaking raise 5. Understand how the media shapes public opinion 6. Question the authenticity of a documented subject	• Use technology (video cameras) and Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. • Complete a mini documentary using the self as subject	presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader’s Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar quizzes (F/S), Membean (F/A), IXL (F/A)	• 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
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OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
H. Unit 8: Special Effects and Animation (Post Production) Films: • <i>Snow White</i> • <i>The Pixar Story (documentary)</i>	• Define and apply film and technological terminology to films and film clips • View complete films • Close reading/analysis of scenes • Read from text	• Class discussion (F) • Individual projects/presentations (F) • Study guides (F) • Test (S) • Research project (S)	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture

• <i>Coco</i> • <i>Avatar</i> • Excerpts and special features from Disney animated films such as <i>Up</i>, <i>Wall-E</i>, and <i>Toy Story</i> Selected Reading: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Screenplays of viewed films Critical reviews of viewed films The student will: 1. Understand the difference between tradition and computer generated images/animation 2. Explore various technology and art related career opportunities 3. Evaluate the extent to which special effects add to or detract from the narrative 4. Understand the evolution of computers' influence on the film industry 5. Manipulate and utilize technology in special effects and animation creation	• Discuss in small and large groups • Use technology (video cameras) and Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. • Complete a self directed research project on an animated or CGI driven film		1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies • 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text;
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			this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the
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			characters are introduced and developed).
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OBJECTIVES	ACTIVITIES & EXPERIENCES	ASSESSMENTS	NJSLS
I. Unit 9: Cinema as reflective of culture and society Films: • <i>Do the Right Thing</i> • <i>The Breakfast Club</i> • <i>The Graduate</i> • <i>A Better Life</i> • <i>Gran Torino</i> Selected Reading: <i>Understanding Movies, 12th Edition</i>, Louis Giannetti Screenplays of viewed films Critical reviews of viewed films The student will: 1. Differentiate between an independent and major studio film 2. Understand the financial aspect of filmmaking 3. Understand how a film gets made from conception to production to distribution	• Define and apply film and technological terminology to films and film clips • View complete films and film clips • Close reading/analysis of scenes • Read from text • Discuss in small and large groups • Use technology (video cameras) and Mac applications (imovie, iphoto, keynote, pages – storyboard, etc.) to create storyboards, take notes, make movie shorts, etc. • Complete a self directed research project comparing the production costs and methods of distribution	• Class discussion (F) • Research project (S) • Reading quizzes (F), socratic seminars (F/S/A), book talks (F), unit exams (S), projects (S/A), presentations (F/S/A), research tasks (F), jigsaw presentation (F), Reader's Responses (RRs) (F/S), class discussion (F/A), discussion/reaction posts (F), Canvas journals (F), Padlet postings (F/A), group work (F), synthesis writing (S), timed writing (F/S), vocabulary and grammar	NJ Visual and Performing Arts Standards 1.1. The Creative Process 1.2. History of the Arts and Culture 1.3. Performing (creating, performing and presenting) 1.4. Aesthetic responses and critique methodologies • 9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career

	of an independent versus a major studio film	quizzes (F/S), Membean (F/A), IXL (F/A)	options, career planning, and career requirements. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a
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