Wall Township Public Schools	Board Approval Date: August 18, 2026

Course Title: 21st Century Film

Course Description: *21st Century Film* is an English Language Arts elective designed for 11th and 12th grade students who want to study modern storytelling through film. Over the semester, students explore how contemporary filmmakers use narrative, craft, and cultural context to create meaning—and how audiences interpret those messages.

Students will develop strong ELA skills while examining film as a form of literature, including close viewing, theme analysis, argument writing, and evidence-based discussion. Through a workshop-style approach, students will create reviews, film analyses, and multimedia responses while learning how cinematic choices (such as cinematography, sound design, editing, performance, and genre conventions) shape viewer experience.

This course invites students to watch thoughtfully, think critically, and respond creatively—treating film not only as entertainment, but as a powerful modern form of communication.

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their

kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1- Groundbreaking/Innovative: In this unit, students explore how filmmakers challenge traditional storytelling by experimenting with narrative structure, visual style, editing, sound, and cinematic techniques to redefine audience expectations. Through the analysis of films and informational texts, students examine how creative choices shape meaning, develop themes, and communicate an author's purpose. Students evaluate the effectiveness of innovative storytelling methods, analyze the impact of historical and cultural influences on filmmaking, and support their interpretations with strong textual	24 Instructional Periods

and visual evidence. Throughout the unit, students engage in collaborative discussions, presentations, and analytical writing that require them to develop arguments, explain complex ideas, and refine their communication skills. By the end of the unit, students will have a deeper understanding of how innovation in film continues to influence the art of storytelling and the ways audiences experience narrative.	
Unit 2- Blockbusters: In this unit, students examine how mainstream film studios craft movies to appeal to broad audiences through the strategic use of genre conventions, pacing, spectacle, character development, and marketing-driven storytelling. Through the analysis of films, film criticism, and informational texts, students evaluate how filmmakers balance artistic choices with commercial success to shape audience engagement and cultural impact. Students analyze narrative structure, cinematic techniques, and persuasive strategies while considering the influence of audience expectations and the film industry on storytelling. Throughout the unit, students support their analyses with textual and visual evidence, participate in collaborative discussions, deliver multimedia presentations, and produce analytical and argumentative writing. By the end of the unit, students will understand how mainstream cinema reflects both creative expression and the business of entertainment, and how these factors influence the stories that reach global audiences.	24 Instructional Periods
Unit 3- Award Winning/Critically Acclaimed: In this unit, students examine films recognized for their artistic achievement, cultural significance, and critical acclaim to explore how excellence in filmmaking is defined and celebrated. Through the analysis of award-winning films, film criticism, and informational texts, students evaluate the cinematic techniques, storytelling choices, themes, and performances that contribute to a film's critical success and lasting impact. Students also investigate the role of film awards, critics, and industry recognition in shaping public perception, audience expectations, and the cultural legacy of cinema. Throughout the unit, students engage in collaborative discussions, multimedia presentations, and analytical and argumentative writing, using textual and visual evidence to support their interpretations. By the end of the unit, students will understand how artistic merit, cultural influence, and critical recognition intersect to shape the films that define the cinematic landscape.	24 Instructional Periods

Unit 1

Desired Results

Unit 1 Title: Groundbreaking/Innovative

Unit Summary: Students investigate how filmmakers push form, challenge expectations, and introduce new storytelling techniques.

Learning Standards

NJSLS:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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.

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).

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.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

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.

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.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

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.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Computer Science & Design Thinking ***(****CS & DT****)*:

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.

6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).

6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.

Learning Targets

Unit Essential Questions:

- How does innovation in filmmaking change the way audiences experience a story?
- How can filmmakers challenge traditional narrative structures and audience expectations?
- How do filmmakers use cinematic techniques to communicate ideas that words alone cannot?
- To what extent should a filmmaker prioritize artistic vision over audience expectations?
- What is the relationship between technological innovation and artistic innovation?

Unit Enduring Understandings:

- Film is a complex form of storytelling in which visual, auditory, and narrative choices work together to create meaning.
- Innovation in filmmaking can occur through technology, narrative structure, cinematic technique, genre, thematic content, or the filmmaker's relationship with the audience.
- Filmmakers can challenge conventions and audience expectations to create new ways of experiencing and interpreting stories.
- Cinematic techniques function as a visual and auditory language that can communicate ideas,

	emotions, perspectives, and experiences beyond the limitations of dialogue. ● A film's lasting significance can be measured by its artistic innovation, cultural impact, critical reception, and influence on future filmmakers and audiences. ● Effective film criticism requires evidence-based analysis of a film's technical and artistic choices rather than relying solely on personal preference or opinion.
Vocabulary: **Students should KNOW:** Cinematography, mise-en-scène, diegetic sound, non-diegetic sound, montage, genre convention, genre subversion, narrative structure, nonlinear narrative, symbolism, motif, and ambiguity. **Students should USE in their writing and speaking:** Formal innovation, narrative experimentation, audience expectation, interpretation, evidence, analysis, cultural impact, influence, and legacy.	
Students will be able to: ● Analyze how cinematic techniques contribute to a film's meaning, themes, and audience experience. ● Analyze how innovative filmmakers challenge traditional narrative structures, genre conventions, and audience expectations. ● Interpret complex cinematic texts by identifying and explaining the significance of symbols, motifs, visual patterns, and thematic elements.	

- Evaluate the effectiveness and significance of a filmmaker's artistic and technical choices.
- Connect films to relevant historical, cultural, political, and social contexts.
- Develop evidence-based interpretations and critical arguments supported by specific examples from films.
- Apply appropriate film vocabulary and terminology in written and spoken analysis.
- Compare films based on their technical, narrative, stylistic, thematic, and cultural innovations.
- Evaluate what makes a film groundbreaking and assess its influence and lasting legacy.
- Communicate informed film criticism through written critiques and podcast-style reviews.

Learning Activities:

- Historical Context Analysis: Examine how films represent historical events, oppression, resistance, and collective memory, including the Amistad and Holocaust contexts.
- Representation Analysis: Analyze how films portray race, ethnicity, culture, gender, sexual orientation, and disability, with attention to stereotypes, authenticity, and diverse perspectives.
- Cultural Representation: Explore Asian American and Pacific Islander representation and examine issues of cultural appreciation, appropriation, and authenticity.
- Environmental Connections: Analyze films that address environmental issues, climate change, sustainability, or humanity's relationship with the natural world.
- Film as Social Commentary: Connect cinematic themes and techniques to contemporary social, political, cultural, and environmental issues.

Assessment Evidence

Formative Assessments:

- Film Review Packets
- Participation in Class Discussions/Debates

Summative Assessments:

- Film Analysis Essays
- Podcasts

Common Benchmark Assessments:

- Film Analysis Essays

Alternative Assessments:

- Google Slides Presentations

Core Instructional & Supplemental Materials

Possible Films to Be Viewed:

- *Eternal Sunshine of the Spotless Mind*
- *Pan's Labyrinth*
- *1917*
- *Kill Bill*
- *Get Out*
- *Isle of Dogs*
- *Inception*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2 Title: Blockbusters

Unit Summary: Students analyze how mainstream studios build audience appeal through genre, pacing, spectacle, character arcs, and marketing-influenced storytelling.

Learning Standards

NJSLS:

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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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RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

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SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

8.2.12.ETW.1: Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation, and maintenance of a chosen product.

Interdisciplinary Connections:

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

6.1.12.CivicsPR.16.a: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.GeoHE.16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.

6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Learning Targets

Unit Essential Questions:

- What makes a film successful with a mass audience?
- How do filmmakers use cinematic techniques to engage, entertain, and influence audiences?
- What is the relationship between artistic vision and commercial success?
- How do blockbuster films reflect, reinforce, or challenge the values and concerns of their time?

Unit Enduring Understandings:

- Blockbuster films are shaped by the interaction of artistic vision, commercial goals, audience expectations, and popular culture.
- Cinematic techniques—including cinematography, editing, sound, visual effects, production design, and performance—are used strategically to engage and influence large audiences.
- Commercial success does not necessarily determine a film's artistic quality or cultural significance.

• How do marketing, technology, genre, and popular culture contribute to a film's success and influence? • What makes a blockbuster culturally significant beyond its box-office performance? • How should audiences evaluate the quality and significance of a film beyond personal preference or commercial success?	• Blockbuster films can entertain audiences while also exploring complex social, political, cultural, ethical, and environmental issues. • Genre conventions and audience expectations influence how filmmakers construct stories and how audiences interpret them. • Technology, marketing, star power, and distribution can significantly influence a film's commercial success and cultural reach. • Blockbuster films can shape popular culture, influence public conversations, and affect audience expectations for future films. • Effective film criticism requires evidence-based analysis and evaluation of a film's technical, artistic, thematic, and cultural elements rather than relying solely on personal opinion.

Vocabulary:

Students should KNOW:

Blockbuster, Box office, Commercial success, Genre, Cinematography, Editing, Montage, Sound design, Visual effects (VFX), Computer-generated imagery (CGI), Special effects, Production design, Marketing,, Franchise, Sequel, Adaptation, Reboot, Remake, Cultural impact, Mass audience

Students should USE in their writing and speaking:

Commercial appeal, Audience engagement, Artistic merit, Cultural significance, Genre conventions, Narrative structure, Cinematic technique, Technical achievement, Critical perspective, Box-office success, Mass appeal, Legacy

Students will be able to:

- Analyze how cinematic techniques—including cinematography, editing, sound, visual effects, and production design—engage audiences and contribute to a film's meaning.
- Evaluate the relationship between artistic vision, commercial success, audience appeal, and critical reception.
- Analyze how genre conventions and audience expectations influence the development and reception of blockbuster films.
- Identify and evaluate the factors that contribute to a film's commercial success, including marketing, technology, star power, and popular culture.
- Analyze how blockbuster films reflect, reinforce, or challenge contemporary social, cultural, political, and ethical issues.
- Connect themes and ideas presented in films to relevant real-world issues, historical contexts, and contemporary culture.
- Evaluate the cultural significance and lasting impact of a blockbuster beyond its box-office performance.
- Develop evidence-based interpretations and critical arguments supported by specific examples from films.
- Apply appropriate film terminology to communicate analysis and evaluation effectively in written and spoken formats.
- Create informed film critiques through written reviews and podcast-style discussions that assess a film's technical, artistic, thematic, and cultural effectiveness.

Learning Activities:

- Historical Context Analysis: Examine how films represent historical events, oppression, resistance, and collective memory, including the Amistad and Holocaust contexts.
- Representation Analysis: Analyze how films portray race, ethnicity, culture, gender, sexual orientation, and disability, with attention to stereotypes, authenticity, and diverse perspectives.
- Cultural Representation: Explore Asian American and Pacific Islander representation and examine issues of cultural appreciation, appropriation, and authenticity.
- Environmental Connections: Analyze films that address environmental issues, climate change, sustainability, or humanity's relationship with the natural world.

- Film as Social Commentary: Connect cinematic themes and techniques to contemporary social, political, cultural, and environmental issues.

Assessment Evidence

Formative Assessments:

- Film Review Packets
- Participation in Class Discussions/Debates

Summative Assessments:

- Film Analysis Essays and Podcasts

Common Benchmark Assessments:

- Film Analysis Essays

Alternative Assessments:

- Google Slide Presentations

Core Instructional & Supplemental Materials

Possible Films to Be Viewed:

- *Mad Max: Fury Road*
- *The Dark Knight*
- *Wall-E*
- *Barbie*
- *The Social Network*
- *Interstellar*
- *Black Panther*

Accommodations and Modifications:

Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Award Winning / Critically Acclaimed

Unit Summary: Students examine films recognized for artistic achievement, cultural impact, and critical success, considering how awards shape public perception.

Learning Standards

NJSLS:

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

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.

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).

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.

RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

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.

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.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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.

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.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:
9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
Computer Science & Design Thinking (*CS & DT***):**
8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.
8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections:
6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

• What makes a film artistically significant or worthy of critical acclaim? • How do filmmakers use cinematic techniques to develop complex themes, characters, and ideas? • What is the relationship between artistic quality, critical acclaim, and audience response? • How does a filmmaker's artistic vision shape a film's style, meaning, and impact? • How do critically acclaimed films reflect, challenge, or critique the social, cultural, and political contexts in which they are created? • How do narrative structure, characterization, symbolism, and cinematic technique contribute to a film's thematic complexity? • How do critics and award organizations determine what makes a film "great," and what perspectives or biases may influence those judgments? • What makes a film culturally significant and enduring beyond its entertainment value or commercial success?	• Critical acclaim and artistic merit are influenced by a film's technical execution, thematic depth, originality, cultural significance, and emotional impact. • Effective filmmaking integrates cinematic techniques, narrative structure, characterization, and visual and auditory elements to create meaning and communicate complex ideas. • A filmmaker's artistic vision shapes a film's style, themes, narrative choices, and overall impact on audiences. • A film's historical and cultural context influences both its creation and the ways in which audiences and critics interpret it. • Critical reception is shaped by the perspectives, values, expectations, and biases of critics, award organizations, audiences, and cultural institutions. • A film can achieve critical acclaim without widespread commercial success, demonstrating that artistic significance and popularity are not synonymous. • Different audiences can interpret the same film in different ways based on their experiences, perspectives, and cultural contexts. • A film's lasting significance can be evaluated through its artistic achievement, cultural impact, influence, and enduring relevance.

	• Effective film criticism requires evidence-based analysis and evaluation that moves beyond personal preference to consider a film's technical, artistic, thematic, and cultural qualities.

Vocabulary:
Students should Know:
Critical acclaim, Artistic merit, Auteur / auteur theory, Film criticism, Critical reception, Cinematic technique, Narrative structure, Characterization, Symbolism and motif, Cultural significance, Lasting legacy Genre, Genre conventions, Visual storytelling, Subtext, Film canon

Students should USE in their writing and speaking:
Artistic vision, Thematic complexity, Critical analysis, Interpretation, Evidence-based evaluation, Cultural context Historical context, Artistic achievement, Cultural impact, Aesthetic choices, Narrative effectiveness, Technical execution, Audience reception, Enduring significance

Students will be able to:

- Analyze how cinematic techniques, narrative structure, characterization, and visual and auditory elements contribute to a film's meaning and thematic complexity.
- Evaluate the artistic merit and effectiveness of a film using specific evidence and established critical criteria.
- Analyze how a filmmaker's artistic vision influences a film's style, themes, narrative, and overall impact.
- Interpret complex themes, symbols, motifs, and character development and support interpretations with evidence from the film.
- Connect films to relevant historical, cultural, and real-world contexts.
- Evaluate how different audiences, critics, and cultural perspectives may interpret and respond to the same film differently.
- Analyze the factors that contribute to a film's critical reception, cultural significance, influence, and lasting legacy.

- Construct and communicate evidence-based film criticism through written critiques and podcast-style reviews that effectively analyze a film's technical, artistic, thematic, and cultural qualities.

Learning Activities:

- Historical Context Analysis: Examine how films represent historical events, oppression, resistance, and collective memory, including the Amistad and Holocaust contexts.
- Representation Analysis: Analyze how films portray race, ethnicity, culture, gender, sexual orientation, and disability, with attention to stereotypes, authenticity, and diverse perspectives.
- Cultural Representation: Explore Asian American and Pacific Islander representation and examine issues of cultural appreciation, appropriation, and authenticity.
- Environmental Connections: Analyze films that address environmental issues, climate change, sustainability, or humanity's relationship with the natural world.
- Film as Social Commentary: Connect cinematic themes and techniques to contemporary social, political, cultural, and environmental issues.

Assessment Evidence

Formative Assessments:

- Film Review Packets
- Participation in Class Discussions/Debates

Summative Assessments:

- Film Analysis Essays
- Podcasts

Common Benchmark Assessments:

- Film Analysis Essays

Alternative Assessments:

- Google Slides Presentations

Core Instructional & Supplemental Materials

Possible Films to Be Viewed:

- *Zodiac*
- *Juno*
- *City of God*
- *Ladybird*
- *Almost Famous*
- *The Royal Tenenbaums*
- *Oh Brother, Where Art Thou?*
- *La La Land*
- *Everything Everywhere at Once*
- *Parasite*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning