



PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

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Film Studies

Content Area: Film Studies

Grade Span: 9-12

Revised by: Caren Stephenson

Presented by: Janine Albanese

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COURSE OVERVIEW

Description

Film Studies is a 5 credit English elective that will provide students with a basis for understanding film and visual arts as an artistic and literary medium. The films viewed in the course are from a variety of genres and time periods to provide students with a background of classic films that they may not have touched upon in their own viewing experience. The focus of the course will be on the artistic techniques employed by the production team with some focus on the technical aspects of film production. Students will be asked to critique films based upon various artistic merits independently as well as in class activities. Through these activities, students will approach a trip to the movies with a newfound appreciation for the artists who created the film.

Goals

- Students will learn the role of various artistic components of filmmaking, including screenwriting, directing, acting, cinematography, as well as marketing and distribution of completed films.
- The idea is for students to approach the viewing of film with “new eyes” using knowledge of film production that they may not have had originally.

Scope and Sequence

Unit	Topic	Length
1	Introduction to Film Analysis	6 weeks
2	The Classic Film	6 weeks
3	Films of Resistance and Protest	6 weeks
4	Drama and Suspense	6 weeks
5	Dystopian/and Science Fiction/Fantasy	6 weeks
6	Foreign Film	6 weeks
7	Film Noir	6 weeks
8	Comedy and Musical	6 weeks

Resources

Core Text: *Essential Cinema: An Introduction to Film Analysis* by Jon Lewis; *The Story of Film: An Odyssey* by Mark Cousins, [AFI: 100 Years, 100 Movies](#)

Suggested Films: *Citizen Kane; Modern Times; An Affair to Remember; Casablanca; Some Like it Hot; V for Vendetta; District 9; Do The Right Thing; Into the Wild; There Will be Blood; No Country for Old Men; The Godfather I and II; The Sixth Sense; 28 Days Later; Lord of the Rings: Fellowship of the Ring; The Matrix; Inception; Pan’s Labyrinth; Run Lola Run; Life is Beautiful; Slumdog Millionaire; The Maltese Falcon; The Dark Knight; Double Indemnity; The Usual Suspects; The Joker; La La Land; Rent; Grease; The Wizard of Oz; Napoleon Dynamite; Ferris Bueller’s Day Off; Arrival; Batman Films; Boyz n the Hood; Brick; Dances with Wolves; Dune; Excalibur; I Am Not Your Negro; Jojo Rabbit; Macbeth; Malcolm X; Marvel Films; Peter Pan; Planet of the Apes; Room 237; Selma; Smoke Signals; Throne of Blood; The Green Knight; The Orphanage; The Shining; Whale Rider; What’s Eating Gilbert Grape?; Double Indemnity; LA Confidential; Memento; Shawshank Redemption; Platoon; The Fighter; Everything, Everywhere, All At Once; The Artist; It’s a Wonderful Life; Vertigo; Spirited Away*



UNIT 1:

Summary and Rationale	
Introduction to Film Analysis	
Recommended Pacing	
6 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ELA-CC RA.SL.2	Integrate and evaluate information presented in diverse media and formats.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.
RL 9-10 3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10 6-7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12.2	Determine two or more themes or central ideas and analyze their development.
RL.11-1 12.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed.
RL. 11-12.6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Films often reflect societal issues and values. • Films evolve with technology. • Where do movies come from? And how do motion pictures fit into the broader tradition of staged and written drama? 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the different film genres? • How do we cultivate and foster visual and digital literacy through film? • How can point of view be conveyed in film and does point of view influence perceptions? • What is the role of visual culture within the broader story of identity formation? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • The birth and evolution of cinema. • The elements of the film production process. 	

- Course specific technical terms such as, but not limited to: motif; character; shots; camera angles; dolly; boom; mis en scene; jump cuts; theme; conflict.

Students will be able to:

- Acquire a theoretical, historical, conceptual, and critical understanding of film.
- Demonstrate an understanding of the history of film and its impact on the present.
- Cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time

Resources

Core Films: *Citizen Kane*, *AFI: 100 Years, 100 Movies* (excerpts)

Teacher selected videos and film clips defining and showcasing technical film terms

UNIT 2:

Summary and Rationale

The Classic Film

Recommended Pacing

6 weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.
RL 9-10.3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10 6-7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.

Standard

CPI #	Cumulative Progress Indicator (CPI)
ELA-CC RA.SL2	Integrate and evaluate information presented in diverse media and formats.

Standard

CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12.2	Determine two or more themes or central ideas and analyze their development.
RL.11-1 12.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12.6	Analyze how grasping a point of view requires distinguishing what is directly stated.

Instructional Focus

Unit Enduring Understandings

- Films often reflect societal issues and values.
- Films evolve with technology.

Unit Essential Questions

- What is the role of storytelling in filmmaking?
- Why do some classic films stand the test of time?

Objectives**Students will know:**

- Students will be able to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience.

Students will be able to:

- “read” a film while tracing broader themes.
- continue to cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time.
- apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience.

Resources

Core Films: *Modern Times, An Affair to Remember, Casablanca, Some Like it Hot*

Teacher selected videos and film clips

UNIT 3:**Summary and Rationale**

Films of Resistance and Protest

Recommended Pacing

6 weeks

State Standards**Standard****CPI #****Cumulative Progress Indicator (CPI)**

ELA-CC
RA.SL2

Integrate and evaluate information presented in diverse media and formats.

Standard**CPI #****Cumulative Progress Indicator (CPI)**

RL
9-10.2

Determine a theme or central idea and analyze in detail.

RL
9-10.3

Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.

RL
9-10.6-
7

Analyze a particular point of view or cultural experience.
Analyze the representation of a subject or a key scene.

Standard**CPI #****Cumulative Progress Indicator (CPI)**

RL.
11-12.2

Determine two or more themes or central ideas and analyze their development.

RL.11-1 12.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12.6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Films often reflect societal issues and values. Films evolve with technology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How do societal and political events create great change not only in individuals' lives, but in society and throughout the world? How can film serve as socio political commentary while still appealing to the masses? How can the director's creative choices redefine past/historical events? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience. <p>Students will be able to:</p> <ul style="list-style-type: none"> "read" a film while tracing broader themes. continue to cultivate their ability to "read" films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time. apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience. 	
Resources	
Core Films: <i>V for Vendetta, District 9, Do The Right Thing, Into the Wild</i>	
Teacher selected videos and film clips	

UNIT 4:

Summary and Rationale	
Drama and Suspense	
Recommended Pacing	
6 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ELA-CC RA.SL2	Integrate and evaluate information presented in diverse media and formats.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.

RL 9-10.3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10.6 -7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12. 2	Determine two or more themes or central ideas and analyze their development.
RL.11- 112.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12. 6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Films often reflect societal issues and values. Films evolve with technology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why is it important to study Hollywood's representation of history? How did Gangsterism, a social problem, emerge as an important genre with the gangster as a hero? Why were/are gangster movies so popular? How are these films, in many ways, an insightful study of violence, power, honor and obligation? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience. <p>Students will be able to:</p> <ul style="list-style-type: none"> “read” a film while tracing broader themes. apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience. 	
Resources	
Core Films: <i>There Will be Blood, No Country for Old men, The Godfather I and II, The Sixth Sense</i>	
Teacher selected videos and film clips	

Unit 5:

Summary and Rationale
Dystopian/and Science Fiction/Fantasy
Recommended Pacing
6 weeks

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
ELA-C CRA.SL 2	Integrate and evaluate information presented in diverse media and formats.

Standard

CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.
RL 9-10.3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10.6 -7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.

Standard

CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12. 2	Determine two or more themes or central ideas and analyze their development.
RL.11- 112.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12. 6	Analyze how grasping a point of view requires distinguishing what is directly stated.

Instructional Focus

Unit Enduring Understandings

- Films often reflect societal issues and values.
- Films evolve with technology.

Unit Essential Questions

- What happens to the individual/the group in a dystopia?
- Is the disappearance of the individual a bad thing?
- What problems are avoided when people conform?
- What new problems does conformity create?
- What factors/situations combine to create dystopia?
- What aspects of utopia/dystopia exist in society today?

Objectives

Students will know:

- how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience.

Students will be able to:

- “read” a film while tracing broader themes.
- continue to cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time.

- apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience.

Resources

Core Films: *28 Days Later*, *Lord of the Rings: Fellowship of the Ring*, *The Matrix*, *Inception*

Teacher selected videos and film clips

Unit 6:

Summary and Rationale	
Foreign Film	
Recommended Pacing	
6 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ELA-C CRA.S L2	Integrate and evaluate information presented in diverse media and formats.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL 9-10. 2	Determine a theme or central idea and analyze in detail.
RL 9-10. 3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10. 6-7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12 .2	Determine two or more themes or central ideas and analyze their development.
RL.11 -112. 3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12 .6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Films often reflect societal issues and values. • Films evolve with technology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is film unique to the culture of the story? • How do these films help define certain aspects of their societies? • Why is it important to study the film industry's representation of history? 	
Objectives	
Students will know:	

- how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience.

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Students will be able to:

- “read” a film while tracing broader themes.
- continue to cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time
- examine the ways in which the film industry has accurately depicted a historical event, era, or person.
- apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience.

Resources

Core Films: *Pan’s Labyrinth*, *Run Lola Run*, *Life is Beautiful*, *Slumdog Millionaire*

Teacher selected videos and film clips

Unit 7:

Summary and Rationale	
Film Noir	
Recommended Pacing	
6 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ELA-C CRA.SL 2	Integrate and evaluate information presented in diverse media and formats.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.
RL 9-10.3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10.6 -7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12. 2	Determine two or more themes or central ideas and analyze their development.
RL.11- 112.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12. 6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Films often reflect societal issues and values. • Films evolve with technology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does film noir use a unique sensibility as a genre? • How do the films present strong characterizations and plot twists? • How does film noir use literary techniques and devices? • How does a film score enhance the meaning of a film? • How does this genre use the setting as another character in the film? 	
Objectives	
Students will know:	

- how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience.
 -
- Students will be able to:**
- “read” a film while tracing broader themes.
 - continue to cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time.
 - apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience.

Resources

Core Films: *The Maltese Falcon, The Dark Knight, Double Indemnity, The Usual Suspects, Joker*

Teacher selected videos and film clips

Unit 8:

Summary and Rationale	
Comedy and Musical	
Recommended Pacing	
6 weeks	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
ELA-CC RA.SL2	Integrate and evaluate information presented in diverse media and formats.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL 9-10.2	Determine a theme or central idea and analyze in detail.
RL 9-10.3	Analyze how complex characters develop, interact with each other, and advance the plot or develop the theme.
RL 9-10.6- 7	Analyze a particular point of view or cultural experience. Analyze the representation of a subject or a key scene.
Standard	
CPI #	Cumulative Progress Indicator (CPI)
RL. 11-12. 2	Determine two or more themes or central ideas and analyze their development.
RL.11-1 12.3	Analyze the impact of author's/director's choices regarding how to develop and relate elements of a story or drama, how the action is ordered and how the characters are introduced and developed
RL. 11-12. 6	Analyze how grasping a point of view requires distinguishing what is directly stated.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Films often reflect societal issues and values. • Films evolve with technology. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are the characteristics of the comedy genre? • What are the characteristics of the musical genre? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • how to apply understanding of individual shots and editing techniques, and describe how the manipulation of these elements can affect the audience. <p>Students will be able to:</p>	

- “read” a film while tracing broader themes.
- continue to cultivate their ability to “read” films with a focus on developing critical abilities to trace themes and character arcs amid the increasing complexity of narratives over time.
- apply their understanding of individual shots and editing techniques and describe how the manipulation of these elements can affect the audience.

Resources

Core Films: *La La Land*, *Rent*, *Grease*, *The Wizard of Oz*, *Napoleon Dynamite*, *Ferris Bueller’s Day Off*

Teacher selected videos and film clips