



Unit 1: From Silence to Sound: An Exploration of the Origin of Cinema and the Silent Era



Draft Date 05-23-2025	Course HS History of Film I	Duration 11.5 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

To understand where cinema is today, we need to understand how it all began. We launch our study of film history with an exploration of the silent era, beginning with the magical imagination of Georges Méliès and the birth of narrative cinema. From the earliest experiments in visual storytelling to the rise of silent film as a major artistic and cultural force, this unit traces how filmmakers learned to communicate without sound. It culminates with Martin Scorsese's *Hugo*, a modern homage that brings the story of Méliès and the wonder of early cinema to life for a new generation. We will analyze how cinematic techniques and technological innovations shaped storytelling, and we will apply film vocabulary and historical knowledge in performance tasks that assess our understanding of film form, genre, and the transition from silent to sound cinema.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.2.9-10.A) ■ Cite strong and thorough textual evidence to support analysis of what the text says	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1)
	Meaning
	Essential Questions What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What helps me figure out the lesson or theme? (Q1)

explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.2.9-10.B)

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CC.1.2.9-10.C)
- Determine an author's particular point of view and analyze how rhetoric advances the point of view. (CC.1.2.9-10.D)
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.3.9-10.A)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.3.9-10.B)
- **Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)**
- **Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)**

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1)
- Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2)
- Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3)
- Authors structure the plot of the story to create conflict and develop characters. (U4)
- Authors use visuals and text features to enhance their message. (U5)

- How can I use inferences to support my understanding of the text? (Q2)
- How do literary elements work together in this text to help me understand the big picture? (Q3)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall? Students will know...

- who Georges Méliès was and how his background in theater and magic influenced his contributions to early cinema. (K1)
- the historical significance of *A Trip to the Moon* (1902) and its place in film history as an early narrative and special effects film. (K2)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can identify and explain cinematic techniques such as montage, camera angles, shot types, and sound in selected film scenes. (S1)
- I can distinguish between diegetic and non-diegetic sound in a film clip. (S2)
- I can analyze how low angle and high angle shots contribute to power

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)

- the definition and function of montage in film editing. (K3)
- the difference between diegetic and non-diegetic sound. (K4)
- how low angle, high angle, medium shots, and two shots affect meaning and audience perception. (K5)
- what a red herring is and how it functions in narrative storytelling. (K6)
- what the Kuleshov Effect is and why it is important in understanding how audiences interpret edited images. (K7)
- the historical and artistic contributions of early filmmakers such as the Lumière Brothers, Charlie Chaplin, Buster Keaton, D.W. Griffith, and Robert Wiene. (K8)
- that German Expressionism, as seen in *The Cabinet of Dr. Caligari*, used stylized visuals and psychological themes that influenced later genres like horror and film noir. (K9)
- the cultural and technical importance of *The Kid*, *Pandora's Box*, and *The General* in the development of narrative, acting, and editing in silent cinema. (K10)
- that early film technology included devices like the kinetoscope and early experiments in synchronized sound, such as the Dickson Experimental Sound Film. (K11)
- that *Intolerance* (1916) introduced epic production design and complex narrative structure to early film. (K12)

dynamics or emotional tone in a scene. (S3)

- I can interpret how montage editing and the Kuleshov Effect shape audience meaning-making. (S4)
- I can recognize and describe the use of a red herring in film narratives. (S5)
- I can explain how *Hugo* (2011) functions both as a narrative film and a tribute to the early history of cinema. (S6)
- I can connect themes and cinematic techniques in *Hugo* to the innovations of Georges Méliès and early film history. (S7)
- I can **analyze indirect characterization** through visual and narrative clues (e.g., Hugo's possessions, Daste's behavior). (S8)
- I can explain how the introduction of synchronized sound impacted film production, acting styles, and camera movement. (S9)
- I can analyze how *Singin' in the Rain* uses humor and satire to reflect the historical challenges of Hollywood's transition to sound. (S10)

- that close-ups, like the final shot in *The Great Train Robbery*, played a critical role in developing cinematic language and emotional engagement. (K13)
- how flashbacks and editing transitions function to reveal backstory and shape audience understanding of characters and plot. (K14)
- that modern films like *Hugo* use visual homage and intertextual references to celebrate the history of cinema. (K15)
- that film structure—including nonlinear timelines and montage—can reflect character psychology and develop theme. (K16)
- the symbolic significance of recurring objects in film, such as the automaton, and how symbolism contributes to theme and character development. (K17)
- that *The Jazz Singer* (1927) was the first major film to feature synchronized sound and marked the beginning of the transition from silent films to talkies. (K18)
- that the transition to sound in film introduced major technical and performance challenges, including static camerawork, microphone limitations, and the decline of many silent film actors' careers. (K19)

Unit 2: From Script to Screen: An Exploration of the Studio System and Hollywood's Dream Makers



Draft Date 05-23-2025	Course HS History of Film I	Duration 4.5 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

As the film industry matured, Hollywood turned its dreams toward building the perfect entertainment empire through efficiency and control. During the rise of the Studio System, filmmakers operated like craftsmen on an assembly line, guided by the vision of powerful producers and the marketability of carefully cultivated stars. We explore the inner workings of this golden era—from the Big Five studios to Poverty Row, from A-list prestige pictures to quick-turnaround B-movies. This unit culminates with *The Bad and the Beautiful*, a behind-the-scenes drama that mirrors the ambition, glamour, and cost of Hollywood's most powerful dream-makers. We will deepen our understanding of the Hollywood Studio System by examining how studio-era power dynamics shaped film production and storytelling, culminating in a written analysis of *The Bad and the Beautiful* that challenges us to interpret character motivations, industry influence, and the personal cost of cinematic ambition.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.2.9-10.A) ■ Cite strong and thorough textual evidence to support analysis of what the text says	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T4)

explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.2.9-10.B)

- Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CC.1.2.9-10.C)
- Determine an author's particular point of view and analyze how rhetoric advances the point of view. (CC.1.2.9-10.D)
- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.3.9-10.A)
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)
- Write arguments to support claims in an analysis of substantive topics. (CC.1.4.9-10.G)
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction. (CC.1.4.9-10.S)

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1) ■ Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2) ■ Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3) ■ The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (U4) ■ Authors structure the plot of the story to create conflict and develop characters. (U5) ■ Authors use visuals and text features to enhance their message. (U6)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What helps me figure out the lesson or theme? (Q1) ■ How can I use inferences to support my understanding of the text? (Q2) ■ How do literary elements work together in this text to help me understand the big picture? (Q3) ■ How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q4) ■ How do the illustrations and structure of the text help me better understand the story? (Q5)
Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ the defining characteristics of the Hollywood studio system and how it	What discrete skills and processes should students be able to use? Students can... ■ I can identify and explain the central idea of a nonfiction text and analyze how it is developed through specific supporting details. (S1)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)

- functioned as a commercial enterprise. (K1)
- the economic strategies used by Hollywood producers to minimize risk and ensure profitability (e.g., studio system, star system, vertical integration). (K2)
 - the role and influence of producers versus directors during the studio era. (K3)
 - how the American system of mass production influenced film production methods and artistic outcomes. (K4)

- I can cite strong and thorough textual evidence to support inferences and conclusions. (S2)
- I can analyze how an author organizes information and uses rhetorical strategies to convey a point of view or purpose. (S3)
- I can explain how a theme is developed and refined through characters, setting, and plot events. (S4)
- I can evaluate how complex characters change over time and influence the progression of the plot and theme. (S5)
- I can explain how an author's or filmmaker's structural choices shape the meaning and emotional impact of a narrative. (S6)



Unit 3: From Light to Shadow: An Exploration of Film Noir and America's Postwar Disillusionment



Draft Date 05-23-2025	Course HS History of Film I	Duration 10.5 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

With the golden glow of Hollywood behind them, postwar filmmakers turned their gaze to the shadows. In the wake of World War II, a darker, more cynical vision of America emerged on screen. Influenced by German Expressionism and hardboiled fiction, directors and screenwriters explored themes of alienation, moral ambiguity, and fatalism. In this unit, we trace the rise of *film noir*—a uniquely American response to disillusionment and changing social roles. We analyze the stylized visuals, voiceovers, and femme fatales that define the genre, culminating in a close study of *Double Indemnity*, a film that exemplifies noir's seductive descent into crime, guilt, and betrayal. We will sharpen our ability to interpret cinematic techniques, construct evidence-based arguments, and analyze how visual storytelling reflects cultural anxieties and complex human motivations.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.3.9-10.A) ■ Cite strong and thorough textual evidence to support analysis of what the text says	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T3)

explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.3.9-10.B)

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.9-10.A)
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CC.1.5.9-10.A)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1)
- Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2)
- Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3)
- The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (U4)
- Authors structure the plot of the story to create conflict and develop characters. (U5)
- Stories can have similar themes that help readers develop their understanding of themselves and the world. (U6)
- Effective writers choose organizational structures and transitions to logically connect ideas and information. (U7)
- Effective writers choose appropriate/ relevant evidence from text(s) to support their opinion. (U8)

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- What helps me figure out the lesson or theme? (Q1)
- How can I use inferences to support my understanding of the text? (Q2)
- How do literary elements work together in this text to help me understand the big picture? (Q3)
- How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q4)
- What am I learning about the world as it was /is based on this story? How does it compare to other stories? (Q5)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q6)
- What is the best way to organize this information? (Q7)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q8)

other perspectives, viewpoints, and cultures. (PCVL.CM)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ how <i>Sunset Boulevard</i> critiques the culture and power dynamics of Hollywood. (K1) ■ the defining characteristics of film noir, including chiaroscuro lighting, fatalism, and morally complex characters. (K2) ■ how Gloria Swanson and Erich von Stroheim's real-life histories inform their roles in the film. (K3) ■ key cinematic techniques used in the film, such as framing, mise-en-scène, and voiceover narration. (K4) ■ how to identify and interpret themes such as illusion vs. reality, ambition, and decline. (K5) ■ how classic film noir reflects postwar American anxieties, moral ambiguity, and fatalism. (K6) ■ how <i>Double Indemnity</i> and <i>Sunset Boulevard</i> use voiceover narration, visual motifs, and lighting to develop tone and character. (K7) ■ the role of historical context—such as the Hays Code, studio system, and casting—in shaping the themes and presentation of these films. (K8) ■ how performance, setting, and dialogue contribute to the construction of archetypal figures like the femme	What discrete skills and processes should students be able to use? Students can... ■ I can analyze character motivation and development through dialogue and visual storytelling. (S1) ■ I can interpret how cinematic techniques contribute to tone, mood, and narrative meaning. (S2) ■ I can construct evidence-based arguments using the RACER paragraph structure. (S3) ■ I can cite specific moments from the film using timestamps and apply accurate film vocabulary. (S4) ■ I can collaborate in small groups to synthesize and present analytical interpretations. (S5) ■ I can express thoughtful interpretations in writing and discussion using appropriate film terminology and precise language. (S6)

fatale, the doomed male protagonist, and the fading star. (K9)

- how to identify major themes in film, including betrayal, illusion vs. reality, power dynamics, and downfall. (K10)



Unit 4: From Shadows to Slapstick: An Exploration of Screwball Comedy and the Search for Joy

Draft Date 05-23-2025	Course HS History of Film I	Duration 5 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

As shadows deepened in the postwar world and film noir exposed the darker corners of the American psyche, audiences also sought refuge in laughter. In the midst of hardship and shifting social norms, screwball comedy offered a bright, chaotic counterpoint. These films upended expectations—blurring class lines, mocking authority, and playfully challenging the gender expectations of that time period. With rapid-fire dialogue and unlikely romance, they captured a nation wrestling with its identity and longing for connection. In this unit, we explore how comedy became a clever disguise for deeper questions about inequality, relationships, and the pursuit of the American dream.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.3.9-10.A) ■ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T3)

assumptions and beliefs about a subject. (CC.1.3.9-10.B)

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.9-10.A)
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CC.1.5.9-10.A)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1)
- Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2)
- Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3)
- Authors structure the plot of the story to create conflict and develop characters. (U4)
- Effective writers make deliberate and strategic choices when considering task, purpose, and audience to prove an opinion/claim about a topic. (U5)
- Effective writers choose appropriate/ relevant evidence from text(s) to support their opinion. (U6)
- Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of topics, and gain new perspectives. (U7)

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- What helps me figure out the lesson or theme? (Q1)
- How can I use inferences to support my understanding of the text? (Q2)
- How do I choose details to retell/ summarize this text? (Q3)
- How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q4)
- What am I learning about the world as it was /is based on this story? How does it compare to other stories? (Q5)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q6)
- What is the best way to organize this information? (Q7)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q8)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Genres are loose collections of tropes, themes, and plot devices that categorize stories. (K1) ■ Screwball comedy emerged in the 1930s, blending romance, satire, and farce. (K2) ■ <i>It Happened One Night</i> (1934) established the genre, becoming the first film to win the five major Academy Awards. (K3) ■ Screwball comedies typically involve mismatched couples who clash but eventually fall in love. (K4) ■ Key features include fast-paced dialogue, escalating farcical situations, and witty banter. (K5) ■ The genre reflected changing gender roles in 1930s America, where women increasingly entered the workforce. (K6) ■ City versus country tension symbolized contrasts between modern life and traditional values. (K7) ■ Class conflict often placed wealthy elites against honest, working-class characters, reflecting Great Depression anxieties. (K8) ■ Screwball comedies were shaped by the Hays Code (1934–1968), which	What discrete skills and processes should students be able to use? Students can... ■ I can analyze character motivation and development through dialogue and visual storytelling. (S1) ■ I can interpret how cinematic techniques contribute to tone, mood, and narrative meaning. (S2) ■ I can construct evidence-based arguments using the RACER paragraph structure. (S3) ■ I can cite specific moments from the film using timestamps and apply accurate film vocabulary. (S4) ■ I can collaborate in small groups to synthesize and present analytical interpretations. (S5) ■ I can express thoughtful interpretations in writing and discussion using appropriate film terminology and precise language. (S6) ■ I can explain how censorship shaped film content by identifying examples of innuendo, metaphor, and farce. (S7) ■ I can evaluate how screwball comedies both reflected and challenged 1930s–40s American cultural values. (S8) ■ I can connect historical context (Great Depression, Hays Code, shifting gender roles) to themes and character dynamics in film analysis. (S9)

censored crime, violence, and sexuality.
(K9)

- The genre relied on innuendo, metaphor, and frustration to convey sexuality indirectly. (K10)
- The decline of censorship in the 1960s made screwball comedies less relevant, but their influence survives in modern romantic comedies. (K11)
- Farce is a form of comedy based on improbable, exaggerated situations, often involving disguises. (K12)
- Innuendo uses subtle hints to suggest sexual or impolite ideas without stating them directly. (K13)
- The **Hollywood star system** was central to screwball comedy's popularity, as iconic actors and actresses shaped audience expectations and carried the genre's themes.
 - Teachers may choose which performer to highlight in their course (e.g., Marilyn Monroe, Tony Curtis, Jack Lemmon, Cary Grant, Claudette Colbert, Clark Gable).
 - For example, if you teach *Some Like it Hot*, you might teach them about Marilyn Monroe (she delivered one of her most acclaimed performances in *Some Like It Hot*; she died at age 36 from a barbiturate overdose, though her death was not considered a suicide; etc.)

(K14)



Unit 5: From Suspicion to Obsession: An Exploration of Hitchcock and the Art of Psychological Suspense



Draft Date 05-23-2025	Course HS History of Film I	Duration 9 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

As the charm of comedy gave way to deeper anxieties in a rapidly changing world, one filmmaker invited audiences to peer into the hidden corners of the human mind. Alfred Hitchcock transformed suspense into an art form, crafting tightly wound narratives where danger lurked not just around corners, but within the characters themselves. In this unit, we delve into Hitchcock's masterful use of visual storytelling, subjective camera work, and psychological complexity to explore themes of guilt, voyeurism, and identity.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.3.9-10.A) ■ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.3.9-10.B)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T3)

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.9-10.A)
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CC.1.5.9-10.A)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (U1)
- Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2)
- Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3)
- The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (U4)
- Authors structure the plot of the story to create conflict and develop characters. (U5)
- Stories can have similar themes that help readers develop their understanding of themselves and the world. (U6)
- Effective writers choose organizational structures and transitions to logically connect ideas and information. (U7)
- Effective writers choose appropriate/ relevant evidence from text(s) to support their opinion. (U8)

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- What helps me figure out the lesson or theme? (Q1)
- How can I use inferences to support my understanding of the text? (Q2)
- How do literary elements work together in this text to help me understand the big picture? (Q3)
- How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q4)
- What am I learning about the world as it was /is based on this story? How does it compare to other stories? (Q5)
- How do I choose relevant information to include in my writing? How does that help support my explanation? (Q6)
- What is the best way to organize this information? (Q7)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q8)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Alfred Hitchcock is an influential filmmaker known for his mastery of suspense and psychological thrillers. (K1) ■ Intrinsic dangers reside mostly in characters rather than their environment in Hitchcock's work. (K2) ■ Subjective camera work is a prominent feature of Hitchcock's work. (K3) ■ Subjective camera work is used to create a feeling of suspense in film. (K4) ■ Psychological complexity in characters is used to explore themes of guilt, voyeurism, and identity. (K5) ■ Suspense is more about the audience's reaction to the unknown than graphic representations of horror. (K6) ■ How the filmmaker uses camera angles, pacing, dialogue, music, etc. to create a sense of suspense. (K7)	What discrete skills and processes should students be able to use? Students can... ■ I can cite specific moments from the film using timestamps and apply accurate film vocabulary. (S1) ■ I can construct evidence-based arguments using the RACER paragraph structure. (S2) ■ I can interpret how subjective camera work contributes to tone, mood, and narrative meaning. (S3) ■ I can collaborate in small groups to synthesize and present analytical interpretations. (S4) ■ I can express thoughtful interpretations in writing and discussion using appropriate film terminology and precise language. (S5) ■ I can evaluate how the psychological complexity of Hitchcock's characters explore themes of guilt, voyeurism, and identity. (S6)

Unit 6: From Margin to Spotlight: An Exploration of Sidney Poitier and the Struggle for Dignity on Screen



Draft Date 05-23-2025	Course HS History of Film I	Duration 4 Day(s)	Grades 9, 10, 11, 12	Subjects English Language Arts	Team Shaun Karli, Matthew Brubaker, Jessica Cooper, Olivia Hess
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Focus

As Hollywood’s golden age gave way to social upheaval, a new kind of star emerged—one who challenged the roles Black actors had long been confined to. In this unit, we examine the groundbreaking career of Sidney Poitier, whose performances broke barriers and redefined representation in American film. With quiet strength and moral clarity, Poitier portrayed characters who demanded to be seen not as symbols, but as human beings. His work during the civil rights era reflected a nation in turmoil, and offered a vision of dignity, resistance, and change. Through his films, we explore how cinema became a battleground for identity, justice, and the American promise.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 9-10 ■ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CC.1.2.9-10.A) ■ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T4)

specific details; provide an objective summary of the text. (CC.1.3.9-10.A)

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject. (CC.1.3.9-10.B)
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CC.1.3.9-10.C)
- Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect. (CC.1.3.9-10.E)
- Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.9-10.A)
- Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CC.1.5.9-10.A)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (U1) ■ Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U2) ■ Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U3) ■ Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U4) ■ The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (U5) ■ Authors structure the plot of the story to create conflict and develop characters. (U6) ■ Stories can have similar themes that help readers develop their understanding of themselves and the world. (U7) ■ Effective writers choose organizational structures and transitions to logically connect ideas and information. (U8)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What helps me figure out the lesson or theme? (Q1) ■ How can I use inferences to support my understanding of the text? (Q2) ■ How do literary elements work together in this text to help me understand the big picture? (Q3) ■ How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q4) ■ What am I learning about the world as it was /is based on this story? How does it compare to other stories? (Q5) ■ How do I choose relevant information to include in my writing? How does that help support my explanation? (Q6) ■ What is the best way to organize this information? (Q7) ■ How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q8)

audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

- Effective writers choose appropriate/ relevant evidence from text(s) to support their opinion. (U9)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Black actors were often limited to stereotypical roles in Hollywood before Poitier's rise to prominence. (K1)
- Poitier's career developed during the era of the Civil Rights Movement and reflected broader social and political changes in the United States. (K2)
- Film can influence public attitudes about identity, justice, and equality. (K3)
- Representation in media affects how individuals and groups are perceived by society. (K4)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can analyze character motivation and development through dialogue and visual storytelling. (S1)
- I can interpret how cinematic techniques contribute to tone, mood, and narrative meaning. (S2)
- I can construct evidence-based arguments using the RACER paragraph structure. (S3)
- I can cite specific moments from the film using timestamps and apply accurate film vocabulary. (S4)
- I can collaborate in small groups to synthesize and present analytical interpretations. (S5)
- I can express thoughtful interpretations in writing and discussion using appropriate film terminology and precise language. (S6)